DOCUMENT RESUME

ED 199 464 CE 028 242

AUTHOR	Anderson, Nancy; And Others
TITLE	Management & Organization: Program Planning & Governance, Personnel, Business Management, Community Relations. Handbooks for Experience-Based Career Education.
INSTITUTION	Northwest Regional Educational Lab., Portland, Oreg.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	76
NOTE	283p.; Some pages in the appendixes will not reproduce well due to small print. For related documents see CE 028 243-246.
AVAILABLE FROM	Education and Work Program, Northwest Regional Educational Laboratory, 710 S.W. Second Ave., Portland, OR 97204 (set of five volumes, $125.00).
EDRS PRICE	MF01/PC12 Plus Postage.
DESCRIPTORS	*Career Education; Community Involvement; *Community Relations; *Experiential Learning; *Personnel Management; Personnel Selection; *Program Administration; *Program Development; Program Guides; Publicity; Public Relations; Recruitment; School Community Relationship; Secondary Education
IDENTIFIERS	*Experience Based Career Education

ABSTRACT

This is one of a set of five handbooks compiled by the Northwest Regional Educational Laboratory that describes the processes for planning and operating a total experience-based career education (EBCE) program. Processes and material are those developed by the original EBCE model--Community Experience in Career Education (CE)2. The area of operations to which this handbook is devoted is management and organization. The first of four sections concerns program planning and governance, including community involvement, surveying potential support, meeting legal and educational requirements, securing program approval, and providing an adequate base for policymaking. Section 2 focuses on personnel and suggests procedures and considerations for recruiting and selecting staff, determining salaries and benefits, establishing working conditions, orienting staff, and providing staff development. Section 3 discusses business management--budgets, financial reports, office procedures, insurance, health and safety provisions, facilities, and transportation. Section 4 (community relations) suggests strategies for introducing EBCE to the community and meeting the ongoing information needs of internal and external audiences. Each section has three basic parts: (1) preview, including definition of the EBCE element discussed, purposes and underlying assumptions of that element, and people involved in delivering it; (2) steps to follow; and (3) narrative section explaining process behind each step. Extensive appendixes contain supplementary materials; an index to all the handbooks is also provided. (YLB)

ED199464

CE028 942

Handbooks for Experience-Based Career Education

Management & Organization

Program Planning & Governance

Personnel

Business Management

Community Relations

Prepared by the Northwest Regional Educational Laboratory
under contract with the
National Institute of Education
1976

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AN INTRODUCTION TO EBCE

Experience-Based Career Education (EBCE) is a fundamentally different type of education for secondary students. While students in traditional programs attend full-day classes at the high school, EBCE students spend a major portion of their time on learning projects in the community. Activities in EBCE are tailored to individual needs, abilities, learning styles and goals, and students are guided in their learning through ongoing relationships with a variety of working adults in the community.

Through real world interactions with adults, EBCE students learn about careers, about life, about other people, about themselves. In addition, students learn the basic skills of critical thinking, science, personal and social development, functional citizenship and creative development. They gain competence in the skills adults need to function effectively in a technological society. They learn to be responsible by helping design their own learning activities and by following a set of accountability standards that parallel the standards working adults are expected to maintain on the job.

Perhaps most importantly, students in EBCE learn how to learn: how to plan learning activities, how to find and use resources in the community and how to build on experience. Learning becomes for them a lifelong process with its own rewards directly related to each individual's personal choices and goals.

THE $(CE)_2$ PROGRAM

Since the fall of 1972, a model EBCE program has been operating in Tigard, Oregon, under the sponsorship and technical assistance of the Northwest Regional Educational Laboratory (NWREL) and with funding from the National Institute of Education (NIE). The Tigard version of EBCE--called Community Experiences for Career Education or $(CE)_2$--is a full-time educational alternative for youth in their junior and senior high school years. The program serves about 10 percent of the eligible student body at Tigard High School.

The majority of student learning takes place at sites in the southwest Portland metropolitan area. When students are not pursuing learning activities in the community, their home base is the $(CE)_2$ learning center. Staff at the learning center are not teachers in the traditional sense, but facilitators of student learning, helping students design and follow their own learning plans within a prescribed curriculum and program completion requirements. Volunteers at community sites serve major support roles in student learning. Policies for $(CE)_2$ are determined by a board of directors composed of students, parents, employers, labor leaders and school district representatives. When students leave $(CE)_2$ they receive a unique portfolio displaying their community experiences and accomplishments, and upon completion of program requirements they receive a standard diploma from Tigard High School.

ACKNOWLEDGMENTS

NWREL gratefully acknowledges the talents and energy of the $(CE)_2$ staff and board, who worked in cooperation with the Tigard Public Schools and literally hundreds of students, parents, employers, union representatives and community resource people to give the EBCE idea substance and reality. Their work is the cornerstone of the program described on the following pages.

Special thanks are due to many individuals who conceived and developed the $(CE)_2$ project including Jerry Beier, Leo Myers, Virginia Thompson, Claudia Powers, Iva Boslough, Sandy Kannenberg, Herb Watson, Ken Wanner, Duncan Hunter, Lou Morehouse, Sue Cook, Dick Sagara, Andrea Hunter and Hal Stoltz.

Rex Hagans directed the NWREL EBCE program. Tom Owens, Harry Fehrenbacher, Joseph Haenn and Marshall Herron developed and conducted program evaluation.

The EBCE handbooks were coordinated by Larry McClure and written and edited by Nancy Anderson, Alan Baas, Terry Barraclough, Maggie Burton and Marcia Douglas. Program Evaluation was written by Tom Owens and Joseph Haenn and edited by Ruth Fredine Burt. Mari Van Dyke provided the illustrations in all five volumes.

All of these people are indebted to Corrine Rieder and the Education and Work staff of the National Institute of Education for their belief in the concept of EBCE and their support of its development.

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THE EBCE HANDBOOKS

Based on $(CE)_2$'s experiences, NWREL has compiled a five-volume set of handbooks which detail how to set up and operate an EBCE program. These handbooks represent three years of development, revision and refinement of the original EBCE model. As with any ongoing program, processes and materials are continually being revised, both at $(CE)_2$ and in various school districts now implementing all or parts of the program.

Each of the handbooks is devoted to a particular area of operations: Management & Organization, Curriculum & Instruction, Employer/Community Resources, Student Services and Program Evaluation. A program brochure complements the handbooks and provides an introduction to EBCE. The brochure contains general information about the EBCE curriculum, key program elements and evaluation findings. Contents of the individual handbooks are summarized below.

MANAGEMENT & ORGANIZATION

Management & Organization treats overall operational considerations for an EBCE program: how such a program is organized, governed, staffed and made visible to the public and how everyday program business is managed. The handbook is divided into four sections:

> "Program Planning & Governance" outlines the steps for setting up and operating an EBCE program, including community involvement in program planning, suggestions for surveying potential support, meeting legal and educational requirements, securing program approval and providing an adequate base for policymaking.
>
> "Personnel" describes the general staff functions that are needed to operate an EBCE program. It also suggests procedures and considerations for recruiting and selecting staff, determining salaries and benefits, establishing working conditions, orienting staff and providing staff development.
>
> "Business Management" discusses such operational details as budgets, financial reports, office procedures, insurance, health and safety provisions, facilities and transportation.

"Community Relations" suggests strategies for introducing EBCE to the community and meeting the ongoing information needs of various audiences, both internal and external, including board members, staff, students, parents, business and labor, the educational community and the community-at-large.

CURRICULUM & INSTRUCTION

Curriculum & Instruction covers the content and processes of student learning in EBCE and the resources a community-based program makes available to students. There are nine sections to this handbook:

"Curriculum Outcomes" provides basic definitions of key curriculum elements and describes what students learn while in the program; the section includes general outcome goals and specific objectives to help staff prescribe for student performance in three broad areas: Life Skills, Basic Skills and Career Development.

"Learning Plan Negotiation" focuses on techniques for individualizing student goal setting and prescribing learning plans tailored to each student's needs, interests, abilities and learning style. Topics in this section include program requirements, accountability standards, assessment, learning site analysis and negotiation of learning activities.

"Career Explorations" describes planning and implementation steps for students' first experiences at workplaces in the local community.

"Projects" describes planning and implementation steps for developing individualized learning contracts with each student that combine activities in Life Skills, Basic Skills and Career Development.

"Learning & Skill Building Levels" describes planning and implementation steps for more extensive student involvement in projects and skill development activities at workplaces in the community.

"Competencies" describes planning and implementation procedures for insuring that students acquire the essential survival skills needed to function in today's society.

"Student Journals" describes planning and implementation procedures for encouraging student use of journals as a means of reflecting on personal experiences and building trust relationships with staff.

"Employer Seminars" describes planning and implementation steps for utilizing community representatives in large group student seminars on important career development topics and issues.

"Learning Resources" describes EBCE's approach to using the community as a vast resource for student learning and details procedures for finding, accessing and using learning resources.

EMPLOYER/COMMUNITY RESOURCES

Employer/Community Resources treats the establishment, maintenance and use of the network of employer and community sites at which most student learning activities take place. This handbook consists of three sections:

"Site Recruitment" details procedures for involving employers and other community site personnel in the EBCE program. Topics include the role and functions of the employer instructor, estimating the necessary number and types of sites, incentives for participating in EBCE, identifying and contacting potential learning sites and adding sites to the network.

"Employer Instructor Development" describes how participating site personnel are prepared for EBCE responsibilities. The section focuses on planning and conducting development sessions to give site personnel the information and training they need to work effectively with students.

"Site Utilization" deals with the use of employer and community volunteers and sites to deliver student learning. Included are procedures for assessing the educational potential of individual sites (learning site analysis), supporting employer instructors as they work with students (site maintenance) and exchanging information among staff and between staff and site personnel, as well as staff responsibilities for working with site personnel.

STUDENT SERVICES

Student Services covers considerations and procedures for admitting students to the program, keeping records of student work, credentialing students when they leave the program and supporting individual student growth. The handbook is divided into three sections:

"Program Entry/Exit" details alternatives for enrolling students in the EBCE program and preparing them for a new type of education. Topics discussed in this section include criteria and timelines for student recruitment and selection, recruitment presentations, selection procedures, orientation sessions, transfer into and out of the program and program completion.

"Student Records" covers procedures and considerations for collecting, recording, interpreting and reporting information on student progress through the EBCE program. Sample forms are displayed, including a student credential that provides a permanent record of student performance consistent with the individualized nature of EBCE. The section also includes a discussion of the confidentiality of student records.

"Guidance" concerns those services, processes and interactions that help students understand and benefit from their individual experiences. This section includes discussion of program year action zones, the student accountability system, zone progress meetings, zone debriefings and referral to outside agencies.

PROGRAM EVALUATION

The Program Evaluation handbook contains two sections:

An "Overview" sets the background for understanding EBCE evaluation and how it relates to other elements of the program. A glossary of key evaluation and EBCE terms used in this handbook is provided.

"Steps to Follow" organizes the evaluation process into an easy-to-follow sequence of steps. The checklist which begins this section provides a useful guideline for the busy evaluator, administrator or program staff member. Each step in the checklist is keyed to a portion of the following narrative, which supplies details and discussion for each point.

Student Services and Program Evaluation also include sections of appropriate reproducible materials which school districts may duplicate and use in their own EBCE programs.

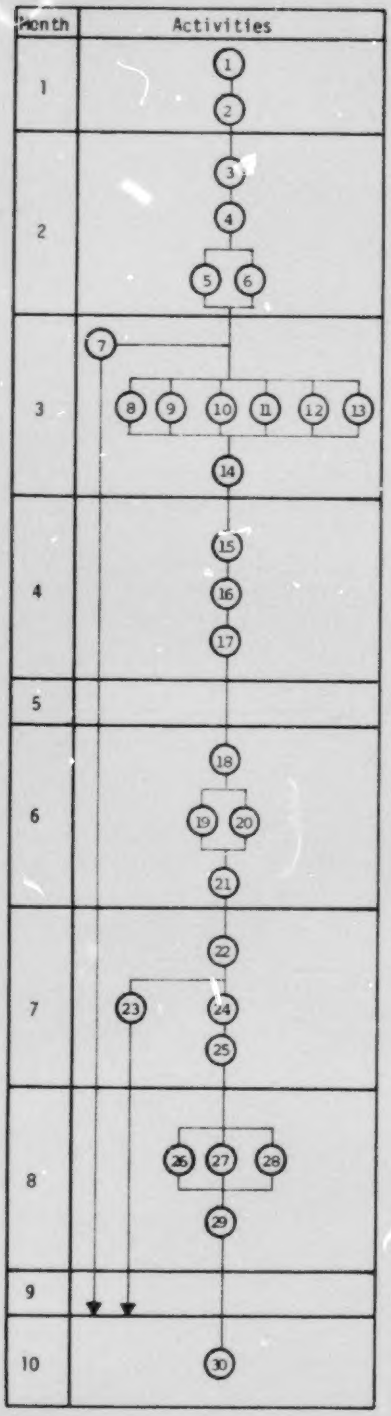
HOW TO USE THE HANDBOOKS

The EBCE handbooks are designed for easy access to "how-to-do-it" information. Each handbook section has three basic parts:

1. The PREVIEW (colored page at the beginning of each section) includes a definition of the element of EBCE discussed in the section, the purposes and underlying assumptions of that program element and the people involved in delivering that portion of EBCE. The Preview may also include a statement of the relationship between that program element and other aspects of EBCE.
2. STEPS TO FOLLOW is a colored page suggesting a step-by-step sequence for planning and implementing the program element.
3. A NARRATIVE SECTION (on white paper) explains the process behind each step. This section usually contains background information based on $(CE)_2$'s experiences and may suggest alternative courses of action. CROSS-REFERENCES guide the reader to related material located elsewhere in the handbooks.

Each handbook also has APPENDICES of materials to supplement the information in the handbook, and an INDEX for all the handbooks to help users locate information.

TIMELINE FOR EBCE PLANNING



Activities

1. Attend EBCE awareness presentations
2. Prepare EBCE information materials
3. Select and orient planning group
4. Attend training session
5. Conduct survey of community interest
6. Prepare first draft budget and staffing plan
7. Begin presentations to key groups
8. Secure initial employer commitments
9. Designate support system needs
10. Prepare curriculum design
11. Design student recruitment procedures
12. Prepare evaluation design
13. Prepare overall management plan
14. Prepare final budget and staffing plan
15. Secure planning group approval of total plan
16. Secure school board approval
17. Secure state agency approval
18. Establish formal advisory group
19. Select staff
20. Select students
21. Select EBCE facility
22. Orient new staff
23. Begin signup for specific employer sites
24. Occupy EBCE facility
25. Attend training session
26. Finalize curriculum delivery system
27. Establish student services system
28. Finalize management system
29. Obtain/print supplies, materials, forms
30. Begin program

This planning timeline lists key activities in preparing to operate an EBCE program. Details on activities can be found in the EBCE handbooks developed by NWREL, as referenced on the following page. Information about training sessions is also available from NWREL.

TIMELINE REFERENCES

Each EBCE handbook backs up the general planning timeline with details and facilitating steps, as referenced below:

TIMELINE STEPS	HANDBOOK TITLE & SECTION
3, 5, 15-18	Management & Organization, "Program Planning & Governance"
6, 13, 14, 28	Management & Organization, "Program Planning & Governance," "Personnel," "Business Management"
2, 7	Management & Organization, "Community Relations"
8, 23	Employer/Community Resources, "Site Recruitment"
9, 21, 29	Management & Organization, "Business Management"
10, 26	Curriculum & Instruction
11, 20, 27	Student Services
12	Evaluation
19, 22	Management & Organization, "Personnel"

PROGRAM PLANNING & GOVERNANCE

PROGRAM PLANNING & GOVERNANCE

Program planning and governance outlines steps to follow in deciding if EBCE is for you, tailoring the program to the needs of your community, securing necessary approval and establishing a policymaking structure that permits EBCE decisions to be based on the input of those who directly and consciously represent all participants.

PURPOSES OF THIS DISCUSSION

1. establish a reasonable sequence of events to guide school districts in planning, implementing and governing an EBCE program
2. suggest procedures for community involvement in EBCE planning
3. encourage active, formalized community involvement in policymaking decisions
4. summarize operational policies and procedures that an EBCE governing body should consider to manage and administer the program effectively

ASSUMPTIONS ABOUT PLANNING & GOVERNANCE FOR EBCE

New EBCE programs should allow adequate planning time to clarify program goals, organization and operational policies.

The time required for planning may vary from site to site, but the process should proceed in logical steps, recognizing that some decision points take more time than others.

There is no single set of policy decisions that will automatically ensure the successful development and operation of EBCE.

Education, employer, labor and community representatives who are active participants in the program must have a voice in policymaking to keep the program responsive to the needs of participants and the community.

To effectively deliver community-based learning, an EBCE program must have its own identity; planners will shape that identity as

3

they make decisions regarding how the program will be governed, where it will be housed and its relationship to other educational services of the district.

THE PEOPLE INVOLVED

Program planning may be initiated by school administrators, teachers, parents or other members of a community. Whatever its beginnings, planning must involve the team efforts of school district decision makers and teachers working with a community planning group. If possible, the individual who is to serve as program administrator should be involved in planning from the beginning.

Subsequent decision making about program operations should combine the policymaking responsibilities of the governing body with the community perspectives of an advisory group, the management talents of the program administrator and the perceptions of the program staff.

RELATIONSHIP TO OTHER PROGRAM ELEMENTS

"Program Planning & Governance" parallels the timeline on page xiv. That timeline begins, however, after a school board has made some commitment to program planning, whereas this section begins with a few earlier considerations that help to determine if resources should be committed to program planning.

This section addresses "first step" issues that mark the beginning points for the total program and therefore give the section a special relationship to all the EBCE handbooks.

"Program Planning & Governance" also refers to the beginnings of many sequences that are elaborated in other Management & Organization sections. For example, the need to draft a budget is mentioned as an essential element in the planning process, but the actual factors that must be considered in drafting an EBCE budget are spelled out in "Business Management" and staffing plans are discussed in "Personnel." Similarly, "Program Planning & Governance" and "Community Relations" both deal with community involvement, but from different vantage points--one focusing on community planning and input to decision making, the other offering suggestions for gaining and sustaining community support.

Steps to Follow

SETTING THE STAGE FOR PROGRAM PLANNING

page

1 Determine general school district interest in EBCE concepts and applicability for district *7*

2 Seek school board commitment to EBCE planning *9*

BRINGING THE COMMUNITY INTO PLANNING

3 Identify coordinator of program planning *13*

4 Outline sequence of activities for involving community in program planning *15*

5 Select and orient community-based planning group *17*

6 Survey potential employer/community support and available resources for student learning *21*

COMPLETING THE PLANNING PROCESS

7 Consider options for EBCE governance and operation *25*

8 Identify state requirements for operating alternative educational programs *27*

9 Prepare first draft program budget and identify available resources for program funding *29*

10 Prepare final draft of budget and secure planning group endorsement of proposed program *31*

ADOPTING THE PROGRAM

11 Gain formal program approval *33*

12 Establish procedures for governing program with adequate participant representation and input to policymaking *35*

13 Establish policies relating to all aspects of program operation *40*

Setting the Stage for Program Planning

1

Determine general school district interest in EBCE concept and applicability for district

SCHOOL DISTRICT INVOLVEMENT

In all but a private school situation, EBCE must be offered through or in conjunction with a school district or districts. District involvement is essential to provide the program with students and the necessary framework and support services for program approval and operation.

Initial interest in EBCE may come from school administrators, individual school board members or community members. No matter who first considers the program worth investigating, school district decision makers must be brought into the planning process. The district superintendent, other key staff members (for example, vocational or career education director, assistant superintendent for curriculum development and high school principal) and school board members must become aware of EBCE and interested in its potential if program planning is to proceed.

APPLICABILITY OF THE PROGRAM

Whether EBCE is applicable for a community or not depends on three basic considerations:

1. Student need. As district administrators consider whether to commit themselves to EBCE planning, they should assess learner needs and potential student interest in the program and consider EBCE in relation to existing district programs. They should inspect program philosophy and characteristics and reach agreement on what the program could add to the district in helping to meet the needs of all students.

2. Compatibility with district goals. EBCE's conceptual foundation and the basic features distinguishing it from other educational programs (for example, use of community resources, individualized and personalized

instruction, experiential learning) should be critically inspected to gauge the compatibility of the program with existing school district goals.

3. Community resources. Determining a community's willingness to provide a variety of learning experiences for students will require community input and occupy the major portion of program planning (see Item 6, pages 21-23), but district administrators can make some preliminary, considered judgments about the suitability of their community for such a program. They can take a look at such factors as the community's openness to alternative and innovative educational programs, diversity of employers, large and small, and opportunities for varied types of community experiences. The location of smaller communities in relation to metropolitan areas may also be a factor in ability to provide a diversity of learning experiences.

Thinking through these factors will help school administrators decide if EBCE should be investigated further for possible implementation. This is just a "first reading" of the program in relation to the district. If the program seems feasible, planning should proceed in earnest, as outlined on the pages that follow.

CROSS-REFERENCES

The EBCE Program Overview packet provides an initial discussion of basic program concepts, distinguishing features and curriculum elements to aid decision makers in their assessment of program applicability to the district. The Overview also includes a comparison of EBCE to a few selected educational alternatives, directs readers to the handbooks for background in all aspects of the program and provides a bibliography of references pertinent to student needs.

The "Curriculum Outcomes" section of Curriculum & Instruction, pages 3-35, provides a guide to general program design that can help administrators assess compatibility with district goals.

2 Seek school board commitment to EBCE planning

Program planning should be preceded by some kind of school board commitment that reinforces the district's interest in the EBCE concept and its potential for the community. The school board should publicly express its willingness to commit resources to a formalized investigation of the program. This commitment should result from general awareness of EBCE on the part of district administrators, and it should lead to appointment of a community planning group to give the district an indication of potential employer/community support for the program.

EBCE could be introduced by the district superintendent at a regular school board meeting. The following points about the program should be emphasized:

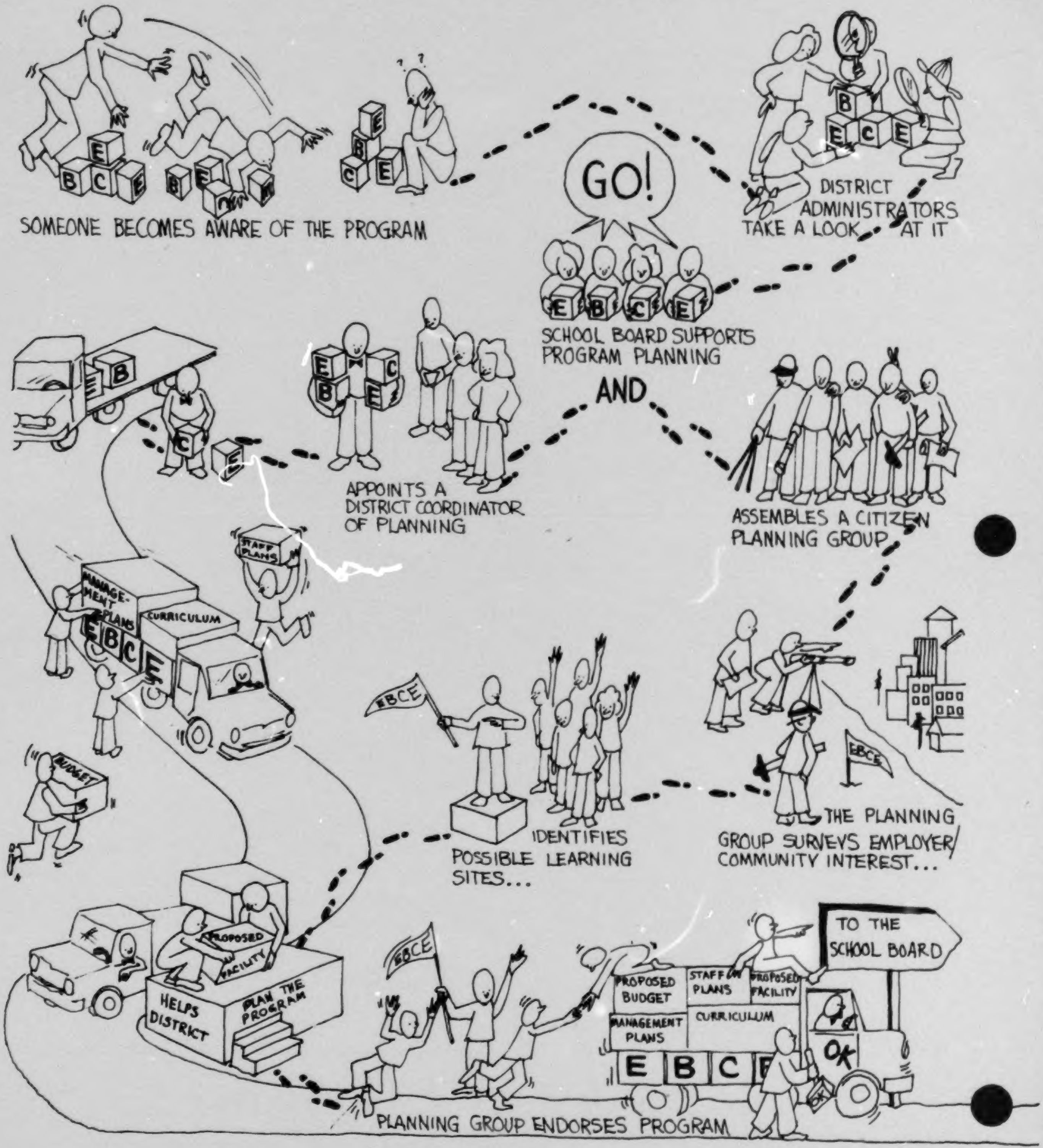
1. the broad definition of "careers" encompassed by experience-based career education and the comprehensive nature of the program
2. the program's compatibility with state requirements for high school graduation
3. the various roles that community members can play in the program
4. the learning nature of the program, as opposed to job training
5. benefits to program participants--students and community members alike

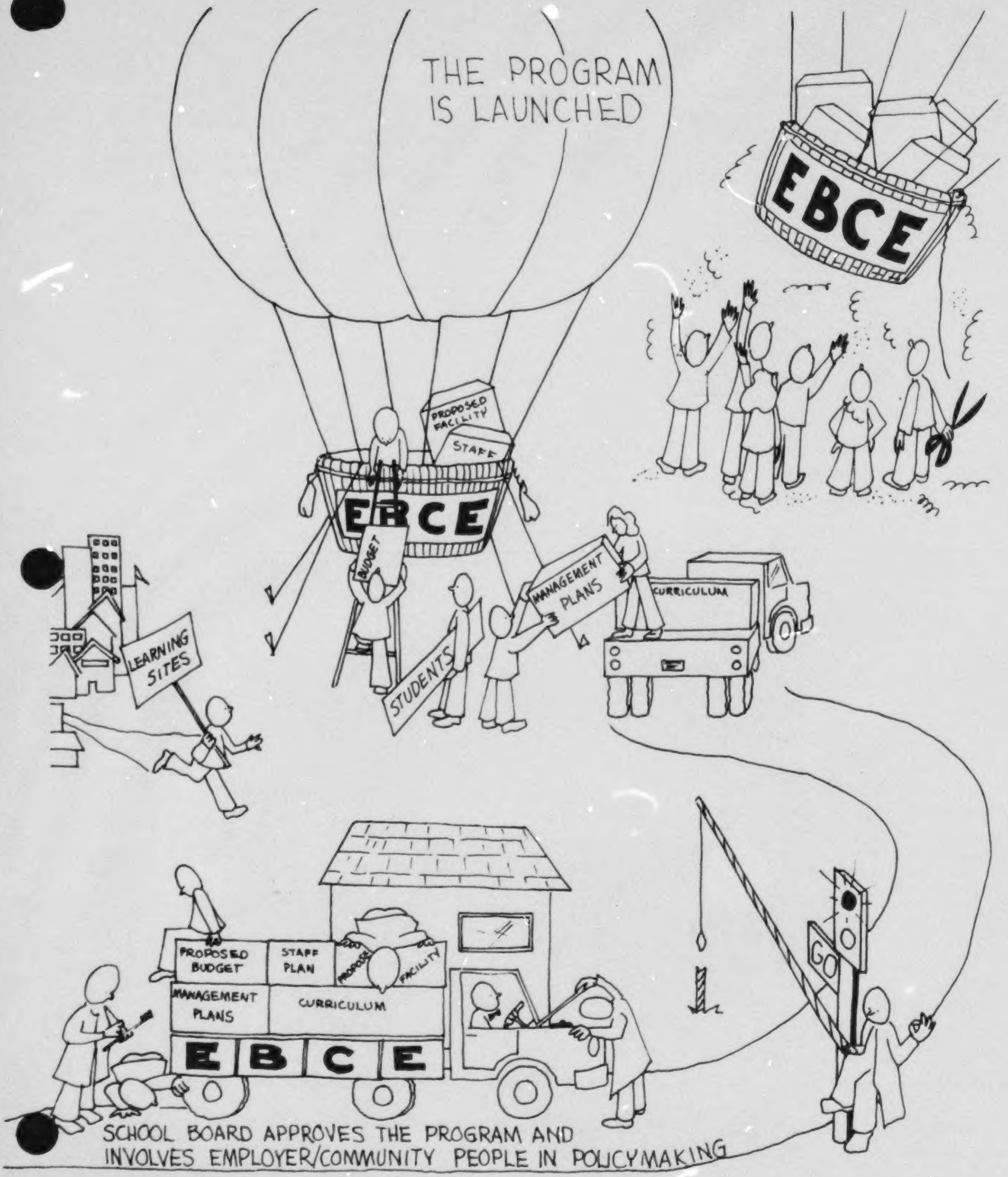
If school administrators have already identified some opinion leaders in the community who support the concept--influential parents and representatives of business and labor, for instance--one or two of these individuals might be asked to express their interest to the board. Remember, too, that there may be members of the public attending the board meeting who are hearing about EBCE for the first time, and board discussion will constitute the first general public presentation on the program.

CROSS-REFERENCE

See "Community Relations," pages 143-147, for suggestions concerning introducing EBCE to the public.

HOW IT ALL BEGINS...


SOMEONE BECOMES AWARE OF THE PROGRAM
GO!
DISTRICT ADMINISTRATORS TAKE A LOOK AT IT
SCHOOL BOARD SUPPORTS PROGRAM PLANNING
AND
APPOINTS A DISTRICT COORDINATOR OF PLANNING
ASSEMBLES A CITIZEN PLANNING GROUP
STAFF PLANS
MANAGEMENT PLANS
CURRICULUM
EBCE
BUDGET
IDENTIFIES POSSIBLE LEARNING SITES...
THE PLANNING GROUP SURVEYS EMPLOYER/COMMUNITY INTEREST...
PROPOSED FACILITY
HELPS DISTRICT
PLAN THE PROGRAM
TO THE SCHOOL BOARD
PROPOSED BUDGET
STAFF PLANS
PROPOSED FACILITY
MANAGEMENT PLANS
CURRICULUM
OK
PLANNING GROUP ENDORSES PROGRAM


THE PROGRAM IS LAUNCHED
EBCE
PROPOSED FACILITY
STAFF
EBCE
BUDGET
LEARNING SITES
STUDENTS
MANAGEMENT PLANS
CURRICULUM
GO
PROPOSED BUDGET
STAFF PLAN
PROPOSED FACILITY
MANAGEMENT PLANS
CURRICULUM
EBCE

SCHOOL BOARD APPROVES THE PROGRAM AND INVOLVES EMPLOYER/COMMUNITY PEOPLE IN POLICYMAKING

Bringing the Community into Planning

3

Identify coordinator of program planning

A district coordinator of EBCE planning should be identified as early as possible so the whole planning process can be carefully managed. The coordinator should have access to the school district administration to keep the district fully informed about planning progress and should serve as a member of the community-based planning group that will provide citizen input to program development (see Item 5, pages 17-20).

Functions of a Coordinator

The coordinator will play a pivotal role as liaison between the planning group and school district and as an advocate of the program in the community. There should be a district EBCE planning committee, as well as the citizen planning group, to shape management and operational details for the program--budget, staffing, curriculum, student recruitment and so forth.

The coordinator will be responsible for combining community and district input to program planning. This person could lead the district EBCE committee and serve as executive secretary to the community planning group, presenting options for the group to consider relative to program development, preparing agendas, convening meetings, seeing that materials are drafted and revised, making arrangements for community contacts and so forth. The coordinator could also be responsible for seeing that a complete and accurate record is kept of all program planning.

Relationship to the Program Administrator Role

Although appointment of a permanent program administrator will not be possible until all planning steps have been completed and the decision has been made to "go" with the program, the planning coordinator might be a logical choice for the administrator, having gained valuable experience and visibility in the community through the planning process. School officials should consider this when designating the planning coordinator. The coordinator should have an easy rapport with business and labor leaders in the community and possess the leadership and management skills that would be desirable in a program administrator.

CROSS-REFERENCES

See page 148 of "Community Relations" for a discussion of the qualities and characteristics that are generally recommended for persons who will be representing the program in the community.

See also "Personnel," pages 61-63, for criteria recommended for the program administrator.

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4 Outline sequence of activities for involving community in program planning

Successful installation of EBCE depends on community interest in the program and willingness to support it by providing experiences and resources for student learning. Consequently, school board approval to operate the program must be preceded by early and continuous citizen involvement in program planning, and the process of involving the community must be well-organized and managed.

SUGGESTED CHRONOLOGY FOR COMMUNITY PLANNING

Citizen involvement should begin with informal discussions between school district officials and selected individuals in the community. It should then proceed to formation of a community planning group and more formalized citizen input to planning, as follows:

1. The district superintendent and school board appoint a planning group of individuals representing business, labor, parents, students, school district administrators and teachers; the planning group is asked to conduct a survey of community support and available resources for student learning and to recommend specific program details to the school board.

2. The planning group conducts informational meetings with various community groups and asks a growing number of individuals to contribute their ideas to program planning and to indicate their interest in program participation.

3. The planning group presents its recommendations to the local school board and the board is asked to approve the program for operation in the district.

These steps are important to the installation of your program. They assume an awareness of the program on the part of school district decision makers; they also assume school board commitment to program planning.

Timing of Steps in the Planning Process

Community input to program planning should be timed to coincide with other critical steps in the planning process (see the timeline on page xiv). For example, planning group recommendations and the final board decision to implement the program should precede district budget planning, which usually occurs in November or December. School people should also be developing proposed program details--curriculum design, staffing plan, student recruitment procedures, overall management plan and so forth--while the planning group is surveying community interest in the program.

CROSS-REFERENCE

Although the above chronology represents one interpretation of how a community might be involved in program planning, it has been based on the experiences of $(CE)_2$*, or recommendations stemming from those experiences, and parallels subsequent items in "Program Planning & Governance." See Items 5 and 6, pages 17-23, and Item 11, page 33, for details on carrying out this suggested chronology.*

5

Select and orient community-based planning group

A community planning group should be appointed by the superintendent or school board to survey community interest in EBCE and recommend basic program details.

You need to involve community representatives in setting up an EBCE program because the success of the program depends on its responsiveness to local needs and the availability of community resources: employers and employees, work settings, equipment and materials. These resources can be accessed best by those who are actively involved in the community--who represent the human resources upon which the program will depend.

A planning group can tap the opinions, views, values and desires of the groups it represents; it is also a visible and somewhat formal means for doing so. It gets the information you need and helps people see that you value and want community input. The planning group essentially becomes the backbone of future program operations and is your most direct means of assuring that your EBCE program will reflect the thinking of your community.

PLANNING GROUP MEMBERSHIP

The planning group should be broadly representative of the community and those who would be involved in EBCE--business, labor, parents, students and the school district. It should include selected community leaders and key people from major businesses in the community--large companies, for example, that encompass diverse occupations and city or county service agencies and administrative offices. It should also include the school district's EBCE planning coordinator, who might serve as executive secretary to the group (see Item 3, page 13).

Planning group membership should be weighted in favor of working adults in the community, both management and labor, who have individual potential for providing sites for student learning and identifying additional sites. Business representatives on the $(CE)_2$ planning group, for example, composed 75 percent of the total membership. Within this general category, large and small concerns, several types of businesses and public service agencies were represented.

Characteristics should be determined for the individuals who will be asked to serve on the group. Should those individuals be highly visible leaders in the community who can bring the program into the spotlight and influence people to support it? Should they represent various community special interests? Should they be individuals in the community who are interested in educational alternatives and in making them a reality?

Membership on your planning group will probably include a combination of all the above. The fact that people "wear more than one hat" in their civic life--that an employer can also be an opinion leader in the community, for example, or that a parent can also represent a group such as the Chamber of Commerce--can help you achieve a broad representation of viewpoints without having too many members on the group.

The $(CE)_2$ planning group ranged in size from 15 to 20. It included employers in insurance, banking, manufacturing, retail sales and the medical profession; representatives of city government, the Chamber of Commerce, labor, the school district and a neighboring community college; and parent and student representatives.

IDENTIFYING INDIVIDUALS FOR THE GROUP

Citizens to help plan EBCE may be identified in many ways--through personal referrals, business directories, the memberships of business, professional and service organizations and so forth. School board members, themselves active community participants, should be able to recommend key people. School administrators, too, will have valuable contacts through their memberships in civic and service organizations. In addition, persons who have retired from business and labor and remained active in community life may have both time and invaluable experience to offer to program planning.

Labor offices can recommend individuals for the planning group, and so can your local Chamber of Commerce office. In Oregon, Associated Oregon Industries has invited superintendents to contact them for names of people in their own business community who would like to participate in citizens' advisory committees or serve as community resources in career-related programs. (Contact Ivan Congleton, 1149 Court Street NE, Salem, Oregon 97301; telephone 588-0050).

$(CE)_2$ planners asked the Tigard school superintendent to recommend key business, labor and community members to form the nucleus of a planning group. The state superintendent of public instruction was also asked to suggest the names of leaders in management, labor and education who might aid in EBCE development. In addition to word-of-mouth referrals, $(CE)_2$ planners considered the internal organization of the City of Tigard and the lines of interaction between the mayor, city council and city administration to determine key contacts in city government.

Contacting and Organizing Group Members

Candidates for the planning group should be contacted and their agreement to serve secured before public announcement of their appointment is made. The school board's or superintendent's charge to the group should include a clear explanation of the group's functions, and appointment of the group should be a matter of public record. The group should then be convened to select its own officers, and a recorder and executive secretary should be identified.

WHAT THE PLANNING GROUP CAN DO

The community planning group should be given a specific role in investigating the program for the district. Members could be appointed as lay researchers and consultants who report back to the board or superintendent the information on which decision making will be based. They could become the school board's "right hand" in planning virtually all aspects of the program and advising the board on policies for its operation. They might be asked to help establish liaison with the community and its constituents and map out strategies for developing the initial employer network.

Agendas for the group's meetings could consist of raising and answering legal and governance questions and programmatic issues and planning strategies for expanding and strengthening the community resource base for the program. The planning group could also study related aspects of program planning, such as location of the program's learning center (see options in Appendix A and also pages 121-128) and student transportation needs (see page 129).

The planning group can play a major role in convincing local district taxpayers, parents and students that EBCE would be a valuable alternative for students in the district. Although the group's stated task may be to survey community support, the kinds of meetings it holds, presentations it makes and community input it seeks will actually serve to generate support, and members of the planning group should be aware of their influence on future program implementation.

Role of the $(CE)_2$ Planning Group

The $(CE)_2$ planning group was involved in developing all aspects of the program until it became a legal entity and a board of directors was created--also with planning group assistance--to assume full program control. The planning group's recommendations impacted every aspect of the program, from its curriculum to the policies regarding student activities at employer/community sites. The group surveyed the community regarding logistics, facilities, learning settings and community attitudes and values so the EBCE model could be "localized" and adapted effectively. It helped to determine the actual configuration of the pilot model and to identify strategies for implementation.

6

Survey potential employer/community support and available resources for student learning

One of the most important steps in deciding if EBCE is suitable for your community is to ask community members directly how they feel about the concept and whether they would be willing to support it by participating in student learning. The planning group should survey a representative number of employers and citizens to determine whether the community generally supports the notion of experience-based career education and is willing to try it.

It should be noted that this survey is not recruitment of employers and community resource persons in the formal sense, even though some of these same persons may eventually be among those who will want to provide student learning. The survey of employer and community people and sites is intended rather to elicit general indications of

1. support of the EBCE concept from key community groups representing both labor and management
2. availability and potential commitment of adequate community resources to accommodate the anticipated number of students in the program
3. community acceptance of student educational activities occurring daily outside the school building

The extent and nature of these indications will form the essential background against which detailed operational policies will be written. Discussions of the program with individuals will help to foster community understanding that learning experiences, not job skill training, are the essential and primary reason for use of employer and community sites, that students in the program will not be paid for their activities on learning sites and that employers and community resource people will have access to program-sponsored orientation and development sessions.

IDENTIFYING INDIVIDUALS AND GROUPS

Personal recommendations are always a good starting point in identifying individuals to contact. $(CE)_2$ planning group members began by suggesting their own acquaintances in the community.

They referred also to the list of names compiled by the superintendent of schools during planning group formation, the names of individuals who had expressed interest in the program following earlier presentations to local business and labor organizations and suggestions from the manager of the Chamber of Commerce. Through these sources--and suggestions from community members themselves--planners were able to identify, contact and interview well over 100 business and community representatives.

City business license bureaus can provide the names and addresses of all individuals or groups registered to do business in a community. The local Chamber of Commerce, on the other hand, can usually provide not only a directory of local businesses but also more personalized information from officials who are familiar with community employers and the particulars of their operations. In larger metropolitan areas, formalized directory services (*Contacts Influential,* for example) are available. These sources list firms and personnel in the area alphabetically in various ways--by firm name, kind of business, the names of key executives and so forth.

Among the individuals identified for planning group contact might be editors, publishers and managers of radio and television stations in the community. These individuals are often opinion leaders and could lend valuable assistance to program planning and implementation.

Community Organizations, Students, Parents and Teachers

Key groups for presentations include business, professional and service organizations such as the local Chamber of Commerce, boards of trade, Rotary, Kiwanis and Lions. Groups such as these can provide influential support on specific issues and many maintain standing committees on education. Labor unions also have a high stake in good public education and are valuable allies.

While the planning group's survey is primarily to get an early reading of the potential employer/community support for EBCE and availability of learning sites, a secondary effect can be to garner general program support from groups with special interest in education. Planning group contacts should include introductory presentations to groups such as local teacher organizations and high school students, parents and staff. Administrators of other community-based and career education programs in the district should be contacted, too, to help generate an understanding of EBCE and a spirit of cooperation in meeting the needs of all students.

GAINING AN INDICATION OF SUPPORT

After identifying key program contacts, the planning group and coordinator should arrange individual or group meetings with these "others" to estimate how interested the community would be in EBCE. These early discussions allow program planners to ask individuals how they feel about program concepts, listen to the reactions, comments and questions of community members and ascertain if they would be willing to support the program. They also allow program planners to

1. seek the names of additional people including company supervisors who can be contacted for actual employer site recruitment
2. seek suggestions for program implementation--ways they perceive the program working in the community
3. let individuals know how they can be actively involved in program planning

Involving Program Supporters

People interested in the program need a clear understanding of the next steps in program planning and how they might be involved. Program representatives could provide individuals with a checklist or postcard on which they can indicate their interest in such things as being on a mailing list for materials on program progress or their willingness to contact others in the community to encourage support for EBCE or participate as an employer site. The EBCE planning coordinator should have a good system for recording community survey efforts so that contacts and expressions of interest can be retrieved when the program begins formal site recruitment.

CROSS-REFERENCES

"Community Relations," page 151, offers suggestions for introducing the program to key community individuals and groups.

"Site Recruitment" in Employer/Community Resources provides information on how the informal community survey of interest can lead to actual learning site recruitment. Pages 16 and 52 suggest procedures for drawing on the records of the community survey to begin site recruitment, and pages 19-22 offer suggestions for estimating the number of learning sites needed for each student in your program.

Completing the Planning Process

7

Consider options for EBCE governance and operation

EBCE programs should have a strong identity within their communities to function effectively as community-based learning experiences, and the choices that are made regarding governance and operational framework will be major factors in determining program identity. EBCE planners should consider how they want their program to be viewed--that is, how separate or how much a part of the regular district program it will be. In shaping this identity, they will be making choices in three major areas:

1. Governance. The governing structure must guarantee citizen/participant input to policies and decisions. Depending on its structure, the program could be governed by the local school board, with the assistance of an EBCE advisory board, or it could be governed by its own separate board of directors, similar to $(CE)_2$. There are other options as well, such as operating the program as a consortium among several districts or under the direction of a county educational agency, or establishing the program as a private school operated by a consortium or corporation independent of any school district.

2. Program. The program should be identifiable as a unique educational offering meeting specific student needs. The one degree of separateness essential to EBCE is the fact that learning is delivered in and through the community rather than in a classroom. With that basic concept as a given, program planners can decide to offer the educational services of EBCE as part of a district's regular program or as an alternative to the regular program. The choice is primarily a matter of district preference within the parameters of state regulations for educational programs (see the following Item 8).

3. Facility. The program could be housed on an existing high school campus or it could be housed in a separate facility in the community. Planners should be aware that location of the learning center will have an impact on student transportation needs (see page 129) and also

on community perceptions of the program (see pages 124-125 and 150).

CROSS-REFERENCES

Appendix A offers a brief analysis of two options for the governance of an EBCE program--operation by a school board and operation as a private nonprofit corporation--and the related issues of locating the program's learning center on campus or in the community.

Item 12, pages 35-39, gives details for governing the program by the local school board, with an EBCE advisory group. It also describes the $(CE)_2$ *model--operation of the program as a private, nonprofit corporation with its own board of directors.*

8 Identify state requirements for operating alternative educational programs

STATE-LEVEL PROGRAM APPROVAL

State departments of education generally allow districts latitude in determining educational alternatives that meet minimum standards for high school graduation. Program planners should contact state education officials concerned with accreditation for help in determining the guidelines that alternative programs must meet within their state. These guidelines will relate primarily to curriculum and attendance:

1. The EBCE curriculum must either meet minimum standards for high school graduation or be adopted as an alternative to those standards.

2. The program will have to comply with state requirements for student attendance or receive a special waiver in this area, depending on the state's provisions for interpreting student learning activities at community sites in terms of attendance requirements. (It should be noted that EBCE has very specific student accountability standards and guidelines regarding how students spend their time at learning sites; the program also has detailed procedures for recording attendance.)

There will also be teacher certification requirements and operational standards applicable to your program.

Examples of State Requirements

In Oregon, $(CE)_2$ originally qualified for state approval under a provision for pilot or experimental programs. That approval was appropriate during the program's developmental stages, but newly instituted state requirements for graduation now allow districts many alternatives in designing local programs, including granting credit on the basis of demonstrated competence and providing for off-campus study. EBCE programs can now be adopted by Oregon districts as alternatives within their standard school programs.

EBCE sites in other states have encountered virtually no difficulty in meeting state graduation requirements. In Washington, for example, state board regulations allow local waiver of all but the U.S. History requirement when an alternative learning experience is provided. For EBCE, this means that districts would file plans stating how students will meet the U.S. History requirement if they have not met it prior to entering the program.

In regard to student attendance, Washington sites must have a written program plan for each student on file with their school district. The plan includes objectives, major teaching and learning activities, a schedule for completion of these activities and a description of how off-campus experience will be supervised, evaluated and recorded by certificated staff.

LEGAL ISSUES

School districts adopting EBCE are finding that existing provisions cover the legal needs of the program or can readily meet these needs, once they are identified (providing liability coverage for students, school, governing board and participating employers, for example).

The $(CE)_2$ planning group had the assistance of an attorney to answer legal questions and help with formation of the corporation. As development of $(CE)_2$ continued, a systematic effort was begun to identify legal issues relating to the program and ways to deal with them. This effort resulted in a manual (see Appendix B) to help administrators in Oregon school districts implement the model.

The manual is not a "do-it-yourself" law course but is designed as a guide for school administrators to help identify legal requirements. Although specific to Oregon, it should be read by administrators in other states as well to gain an understanding of the legal questions that may be involved. Variations from one site to another will naturally require modification of the procedures and sample contracts presented, and districts are urged to seek legal assistance in interpreting the requirements of their own programs.

CROSS-REFERENCES

In addition to the detailed legal considerations outlined in Appendix B, readers may refer to "Business Management," pages 116-117, for information on the liability coverage established for the $(CE)_2$ corporation and program participants.

Procedures for recording student attendance are explained in "Student Records," Student Services, Item 11.

9

Prepare first draft program budget and identify available resources for program funding

School districts should examine their own resources to see if the program can be supported with existing monies. Many new sites are finding that they can begin the program with the resources at hand. EBCE operating costs are comparable to other educational programs; the critical factor is the district's willingness to reallocate funds to make room for the program.

A tentative program budget may be projected on the basis of seven major items:

1. number of students the program will serve
2. number of staff necessary to support them
3. compensation for staff
4. facilities needed
5. transportation
6. special learning materials and equipment
7. insurance coverage for program and participants

If districts need supplementary funding to operate the program, or if the program will be operated similarly to $(CE)_2$ and require a separate funding base, planners should investigate some of the following resources:

1. private foundation funds (for example, Danforth, Kellogg, Ford, Mott, E.C. Brown Trust, Kettering)
2. state department of education resources--possibilities such as career education grants, reimbursement for student transportation, federal grants through the state to exemplary programs
3. contractual arrangements with other districts for the education services of the program, perhaps including tuition for nonresident students, area education district reimbursement for services and so forth
4. federal funds available through local districts for students enrolled in state-approved programs (occupational, vocational or career education, for example)

5. "disadvantaged" and "handicapped" monies earmarked under the Vocational Education Act essentially for "preparation" (vocational) programs for the handicapped

6. ESEA Title III funds for further development of some innovative aspect of your program (for example, the learning manager concept, a new kind of "counselor," a learning site developer)

7. private funds derived through a consortium or corporation governing and operating the program independently from a school district

There may be other potential sources of funding, as well. These are only suggestions to stimulate your thinking.

CROSS-REFERENCES

Pages 96-99 of "Business Management" present a detailed analysis of special budget considerations for EBCE programs. Insurance needs for EBCE are discussed on pages 115-117, as well.

See "Personnel," pages 47-49 and 58-60, for assistance in determining a staffing pattern and estimating the number of staff needed for your program. Page 72 presents some salary considerations.

Staffing alternatives are also discussed in Appendix F.

10

Prepare final draft of budget and secure planning group endorsement of proposed program

Planning for your EBCE program should be proceeding on two levels, surveying community interest and support and, at the same time, working out details concerning program management and operation--budgeting, curriculum planning, staffing, student recruitment and so forth (see the timeline on page xiv).

When the planning group assures itself that community interest is sufficient to support the program and when financial resources have been identified and program details outlined, the program is well-defined enough to be ratified by the planning group and presented to the school board for approval.

CROSS-REFERENCE

See Item 3, page 13, regarding the role the planning coordinator should play in managing the planning process and combining community and school district input.

Adopting the Program

11

Gain formal program approval

SCHOOL BOARD APPROVAL

EBCE can be added to a school district's curriculum with or without fanfare; the program can be approved by a district according to the procedures used for any new instructional effort. It is important to consider, however, that as a community-based program it should be established on a firm base of citizen understanding and support. Districts will have gained citizen input to program planning through the activities of the planning group, and this citizen input should be publicly acknowledged as part of the foundation upon which the school board makes its decision to offer the program to students.

There are various ways in which this citizen input can be shared with the public. The planning group could draft a report of its activities for the school board, together with proposed program details and a recommendation for board adoption. This report could be presented at a regular board meeting by the superintendent and one or two citizen representatives of the planning group. The full report could be available to interested community members on request and a summary of the planning group's major points and recommendations distributed to citizens attending the school board meeting.

If a resolution is drafted for board approval of the program, the resolution could include appointment of the program administrator and establishment of an advisory group representing program participants (see the following Item 12).

Tigard School Board Adoption of $(CE)_2$

The Tigard school board formally approved the $(CE)_2$ model at a regular board meeting, following approximately three months of program planning. The program was approved on a pilot basis for the ensuing school year, contingent on approval by the Oregon Board of Education. The formal resolution, unanimously adopted by board members, made reference to the governance structure under which the program would be operated and the basic relationship of the Tigard district to the program.

Presentation of the $(CE)_2$ proposal to the Tigard board was made with accompanying transparencies to illustrate (a) experience and learning activities for the typical EBCE student, (b) the program's approach to study in a specific area--physics was used as an example--and (c) program requirements and their correlation with state standards for high school graduation.

STATE APPROVAL

In most cases, districts will not need formalized state approval to adopt EBCE as part of their curriculum (see Item 8, page 27), but districts may wish to confer informally with state officials to analyze the program in relation to minimum state requirements for high school graduation. School officials will naturally want to assure themselves that students will not be jeopardizing their educational standing by participating in EBCE--that the students will be able to obtain credentials from the program that are credible and transferable and receive standard high school diplomas when completing the program.

In Oregon, EBCE presents an alternative consistent with the intent of the state's graduation requirements and can be offered by districts as an alternative within their standard high school curriculum. (An analysis of the $(CE)_2$ curriculum in relation to Oregon's graduation requirements is available on request from NWREL.) Other states should find similar compatability of the program with state standards.

12

Establish procedures for governing program with adequate participant representation and input to policymaking

SCHOOL BOARD/ADVISORY GROUP GOVERNANCE

If your program will be governed by the local school board, the board should establish a community-based advisory group, representing program participants and the community-at-large, to assist the board in EBCE policymaking and governance. The advisory group would help sustain employer/community support for the program and ensure that the program remains responsive to the needs of all participants.

The program planning group might simply be reappointed by the board as the advisory group, at least at the beginning of program operations. Thereafter, nominations for the group might be received from the different categories of program participants--students, parents, staff, labor, employers, school district. One basic standard for advisory group membership should be commitment to the EBCE concept and to the possibilities for adapting the concept to the specific needs of your community.

The group should represent all participants but with membership weighted in favor of the community resources upon which EBCE depends for its student learning; business and labor should be involved as fully as possible in program decision making. For example, membership could consist of six employers, three labor representatives, two parents, one student, one representative of the community-at-large, one staff member and one school district representative. There could be many variations to this; the point is to give participants an active voice in governance of the program.

Advisory Group Guidelines

If the school board establishes an EBCE advisory group, it should adopt a set of rules or guidelines covering the group's responsibilities and relation to the school board. Such guidelines could include the following:

1. members and membership definition, election, powers, duties and procedures for termination of membership
2. meetings (regular, annual, special), notice requirements for meetings and quorum requirements

3. committees, if necessary
4. provisions for parliamentary procedures and reporting to the school board.

GOVERNANCE SEPARATE FROM THE SCHOOL DISTRICT

The $(CE)_2$ System of Governance

The $(CE)_2$ model was intended from the beginning to be governed by a consortium of employer and community representatives. The $(CE)_2$ means of doing this was to form a private, nonprofit corporation, draft bylaws and establish a working agreement with the Tigard School District.

The original $(CE)_2$ board consisted of the following representatives:

1. one member-at-large (a person active in civic life)
2. six employers (executives from manufacturing, insurance, banking and retail sales and all from firms that were actively providing learning sites for the program)
3. one labor representative (a state labor official; the number has since been increased to three to provide local and regional representation as well)
4. one parent (since increased to two to represent both returning and new students)
5. one student
6. one school district representative (since increased to two)

The program is now governed by a fifteen-person board of directors--six employers, three labor representatives, two parents, one member-at-large, one student and two school district representatives.

Forming a Corporation

Incorporation is a complex process and should be undertaken only with the assistance of an attorney who understands program goals. $(CE)_2$ planners retained an attorney during the very early stages of planning to lead their research on the issues and procedures for incorporation. The attorney suggested that a nonprofit corporation would be the most expedient legal structure in Oregon and that bylaws would be highly advantageous. A board of directors whose membership could be elected or appointed would have decision making jurisdiction and legal responsibility. The planning group voted to accept the attorney's recommendations and a special committee was appointed to work with him during July and August 1972 in drafting bylaws and Articles of Incorporation.

Articles of Incorporation were drafted by the attorney and task force members, approved by the newly formed board and filed with the office of the corporation commissioner of the State of Oregon on August 19, 1972, on which date the program became a legal entity.

Because of its separateness from the school district, forming the corporation served several important legal and other purposes for $(CE)_2$ by

1. limiting the liability of the individuals involved in the program for purposes of debt collection and other damage actions
2. enabling the program to qualify for federal tax exemption by the Internal Revenue Service as a nonprofit agency
3. clearly fixing legal responsibility for the well-being of individuals involved--staff, students and community participants
4. allowing for the orderly disbursement of assets, if necessary
5. assuring skeptics and supporters alike of the stability and acceptability of the program
6. giving the program a base upon which to apply for funds, lease a facility and seek educational certification

Drafting bylaws allowed the program to specify explicit corporation operating conditions. The bylaws helped $(CE)_2$ clarify certain legal issues, such as the legitimacy of having a student representative--a minor--serve on the board with full voting privileges. The bylaws also formally assigned responsibility for managing and operating the program to the program administrator and established the mechanism for making policy decisions through the corporate board of directors.

CLARIFYING PROGRAM/DISTRICT RELATIONSHIPS

$(CE)_2$ established a written working agreement with the Tigard School District to clarify the program's role in relation to the district. This was conditioned by the separate governing and operating structure for the $(CE)_2$ model, but programs operated by a school district will also benefit from some form of written "set of understandings" regarding the working relationships between EBCE, other district programs and the district as a whole. Such an agreement will help all parties understand any differences in procedures for EBCE students.

The $(CE)_2$/Tigard Agreement

It was understood at the outset that the Tigard School District would provide students for the EBCE program and that the EBCE program would provide educational services for those students. The fine points of this basic understanding were spelled out in an informal working agreement that was developed between the two parties during $(CE)_2$'s first program year. $(CE)_2$ requests yearly approval by the Tigard school board of this program/school district agreement. The program also requests annual school board approval of the $(CE)_2$ curriculum.

The $(CE)_2$/Tigard School District agreement focuses on the welfare of students to be served by $(CE)_2$, outlining

1. state-approved educational services they will receive
2. procedures for meeting various state requirements relating to student transfer and readmission, attendance and graduation
3. procedures to insure and protect students according to all legal requirements

Governance procedures for $(CE)_2$ are detailed and responsibilities of the school district and $(CE)_2$ outlined in relation to

1. student services, including student selection, number enrolled, readmittance to school district, records and attendance, transportation, extracurricular activities
2. personnel
3. curriculum
4. high school diploma and graduation

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5. reports on student progress
6. school year calendar
7. district reimbursement to the program
8. public relations

Adoption of the working agreement was followed by substantial interaction between school district and $(CE)_2$ staff to develop procedures for carrying out the agreement. The Tigard superintendent designated a regular liaison person from the district to work with $(CE)_2$ on such matters as student transfer, graduation and arrangements for using Tigard School District transportation for $(CE)_2$ students. The $(CE)_2$ program administrator, Tigard High School principal and school district liaison person developed procedures to be followed for students seeking readmittance to the high school or leaving $(CE)_2$ and not returning to high school. Details concerning the exchange of student records were worked out by the $(CE)_2$ program administrator, student coordinator and Tigard High School counselors.

CROSS-REFERENCES

Although bylaws would be unique to each program and its needs, the $(CE)_2$ *bylaws and accompanying explanatory notes are displayed in Appendix C as a model of the "operating guidelines" of a private corporation. These bylaws may also provide useful information for EBCE programs operated within a school district.*

The working agreement between $(CE)_2$ *and the Tigard School District is reprinted in Appendix D.*

13 Establish policies relating to all aspects of program operation

Once operational, the program's policymaking body functions within an acknowledged framework to determine the direction the program will take. This framework consists generally of

1. legal requirements for an alternative educational program with a particular structure
2. parameters resulting from the program's conceptual and philosophical base
3. the program's own rules for governing itself

For $(CE)_2$ specifically, policies were established within the requirements of the local community's concern for a viable educational program, the agreement with the cooperating school district, the subcontract with NWREL and provisions of the Oregon Board of Education, as well as the $(CE)_2$ bylaws and other legal constraints described earlier in this section.

The early planning steps of all EBCE handbook sections give guidelines to the policymaking decisions that are needed for program implementation. In addition, EBCE planners, administrators and policymaking boards are referred to Appendix E for a summary of the policymaking decisions made by the $(CE)_2$ Board of Directors during the first few years of program operation. This summary suggests the policymaking considerations that will face any group responsible for governing an EBCE program.

PERSONNEL

PERSONNEL

EBCE program personnel are those professional and support staff employed to manage and be responsible for delivering the program to students.

WHAT EBCE REQUIRES FOR PERSONNEL

1. a staffing pattern that reflects commitment to basic program goals and is capable of directly and effectively supporting student learning in the community
2. professional staff roles and functions that are significantly affected by the high degree of community involvement in the program
3. specific qualifications for the individuals who will fill all staff roles
4. personnel policies and procedures that are congruent with the employer/community context of EBCE
5. procedures for orientation and development that give staff members the insight and understanding needed to function effectively in the program

ASSUMPTIONS THAT AFFECT EBCE STAFFING

All EBCE users, whether adopting the entire program or only parts of it, will be concerned with a staffing pattern, specific number of staff and basic staff characteristics.

Because EBCE involves community members in the program as lay "teachers," the program's professional staff will function more as facilitators or managers of learning than as instructors.

The total EBCE team requires individuals with a variety of skills and expertise; the more varied the team, the more likely it is to have the range of skills needed.

The program should be operated by full-time personnel rather than staff who divide their time between EBCE and other school programs.

Personnel policies and procedures need not differ substantially from existing school district practice except for the need to keep EBCE staff as flexible as possible, especially in terms of program hours.

THE PEOPLE INVOLVED

EBCE staffs may vary from program to program but essentially will require individuals to administer the program and provide team leadership; work with students on their individual learning plans; recruit, develop and maintain employer/community sites for student learning; locate people, places and materials that may be used by students as learning resources; coordinate various student services, including assessment and guidance; and provide support staff services that may include administrative/secretarial work, recordkeeping and transportation assistance to students.

These staff members may have various titles. The $(CE)_2$ program has used the professional staff titles of program administrator, learning manager (LM), employer relations specialist (ERS), learning resource specialist (LRS) and student coordinator (SC) and support staff titles of program assistant, learning aide, clerical assistant and van driver.

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STAFFING AN EBCE PROGRAM

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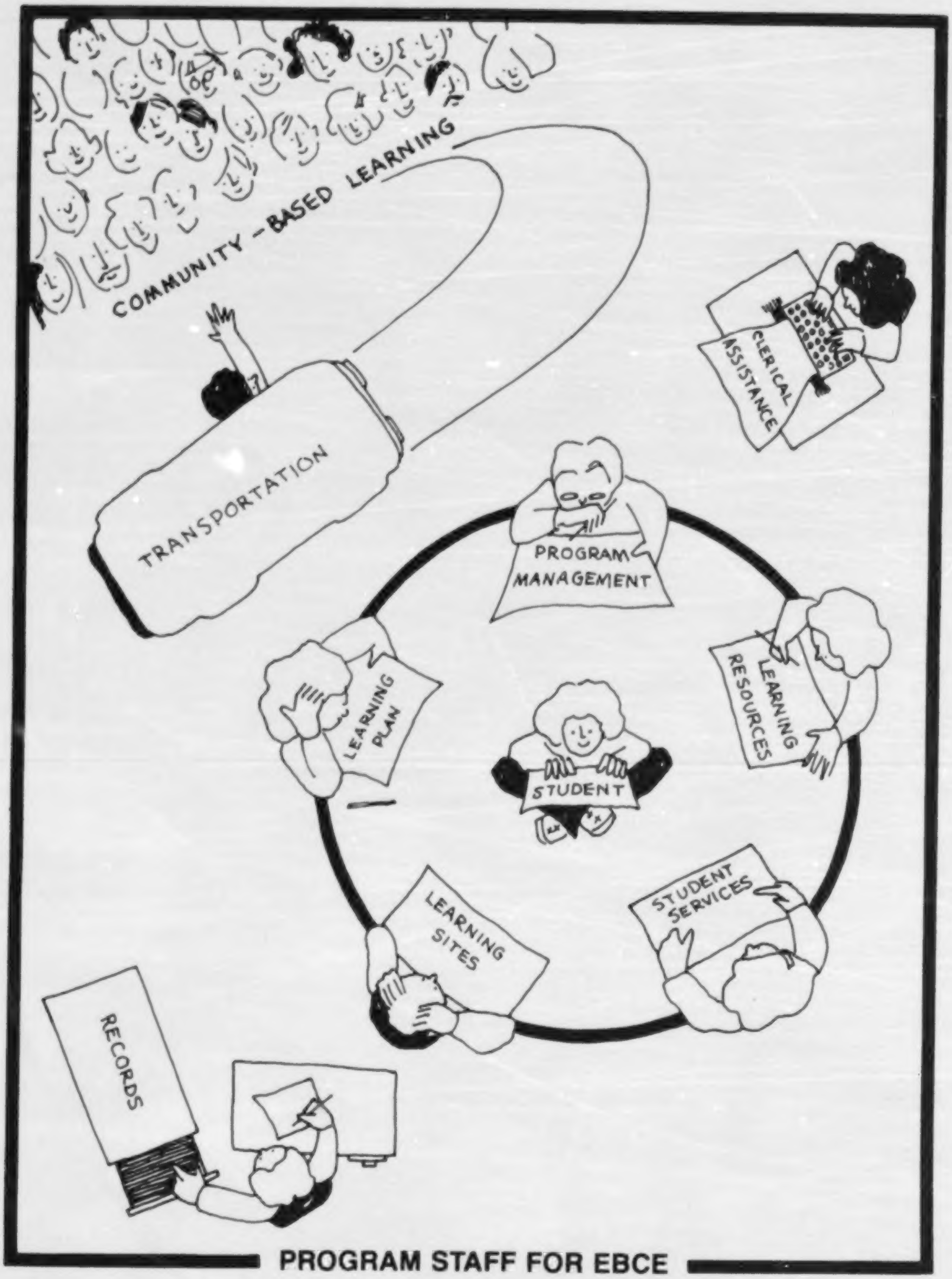
12 Design strategies for staff orientation and ongoing development 84
13 Develop rationale, criteria and techniques for evaluating staff performance 87


COMMUNITY-BASED LEARNING
TRANSPORTATION
CLERICAL ASSISTANCE
PROGRAM MANAGEMENT
LEARNING RESOURCES
LEARNING PLAN
STUDENT
LEARNING SITES
STUDENT SERVICES
RECORDS

PROGRAM STAFF FOR EBCE

Staffing an EBCE Program

1

Study staffing alternatives and agree on an appropriate staffing pattern

The staffing pattern for an EBCE program should be defined at the outset of budget planning. The program administrator or planning coordinator should be involved in staffing deliberations, as should administrators from the cooperating school district. Input from the program's planning group may also be helpful, particularly from members with management experience in business and industry. Final determination of the staffing pattern will be a board/administrative decision, probably in conjunction with final budget approval.

Staffing alternatives will be considered in relation to anticipated student enrollment, estimated costs of program operation and state and local specifications requisite to program approval. Alternatives should also be considered in terms of the teamwork that is essential to the program.

ESSENTIAL STAFF FUNCTIONS

EBCE requires a professional staff vastly different from the faculty of a traditional high school. EBCE staff are managers and facilitators of student learning, not "teachers" in the traditional sense; their functions are defined according to student and program needs rather than by subject matter. The program requires a staff of skilled professionals who can

1. work with students individually to negotiate and develop personalized learning programs
2. deal directly with community members to develop learning opportunities for students in businesses, industry, social and service agencies, government offices--wherever adults are working
3. draw on the community for both materials and people to serve as resources for student learning

4. attend to the many services that support the student from time of entry to time of exit from the program, including monitoring student progress and reporting to parents

5. administer the program and maintain ongoing community liaison

The program also needs support staff adequate to the tasks of maintaining student records (a major undertaking in EBCE), providing general office services and facilitating student transportation (depending on the program's transportation provisions).

DEFINING INDIVIDUAL ROLES

Staff functions for EBCE may be allocated any number of ways among individuals, and staff titles may vary. $(CE)_2$ arrived at a staffing pattern that called for the following positions and general division of responsibilities.

Professional Staff

The program administrator is responsible for the overall educational impact of the program as well as for daily operations, including business management and personnel. The administrator reports directly to the $(CE)_2$ Board of Directors and serves as the board's executive officer. The administrator also coordinates program contacts with outside individuals and agencies (including labor, employer and community groups, local schools and governmental agencies) and interacts with students and parents as a member of the program team.

The learning manager (LM) helps students assess their own needs, interests and goals, works with students to negotiate individualized learning plans and coordinates student learning activities and site experiences with other staff members, students and adults in the community.

The employer relations specialist (ERS) recruits potential employer and community sites and employer instructors, assists students in selecting sites and arranges for student placements. The ERS also assists employers in identifying potential learning experiences for students and confers with the learning manager on student projects.

The learning resource specialist (LRS) helps locate people, materials and other community resources to aid students in their individualized programs of study, recruits tutors, coordinates competency certification and suggests learning resources to learning managers. The LRS also maintains instructional media at the learning center for student access.

The student coordinator (SC) plans and conducts student recruitment, administers student assessment procedures and works with all staff and students to help achieve the kinds of interaction that will assist students in making their own decisions, planning and managing their own learning and assuming more responsibility for their behavior.

The entire professional team shares in maintaining continuing contact with parents at several levels.

Support Staff

The program assistant serves as secretary to the administrator and to the governing board, maintains financial records and reports and performs various tasks required for program operation, including arranging meetings and handling appointments and correspondence.

The learning aide maintains records of individual student learning, helps learning managers monitor student progress on projects and provides additional secretarial and support services to the program team as needed.

The clerical assistant provides secretarial and support services to the program team in general and specifically assists employer relations specialists in maintaining records relating to student placement on employer sites. The clerical assistant also serves as telephone receptionist.

The van driver, employed on an hourly basis, operates the program's van to move $(CE)_2$ students around the community and coordinates the schedules of students using the program's transportation service.

CROSS-REFERENCE

Appendix F contains a discussion of some role combinations and alternatives to the $(CE)_2$ *pattern that could accommodate varying student enrollments and learning center locations.*

2

Develop position descriptions

Once the basic staffing pattern is established, individual positions should be described in detail to assign tasks in the most efficient, effective way--giving some structure to the program but also allowing for the highly personal interactions that are necessary as the professional staff works together to develop student learning plans, assess student growth and provide counseling and guidance support.

There should be room in the program for natural staff role changes and evolution as individuals mold their jobs. There should also be staff agreement on the process for redefining roles. Periodic staff examination of roles can provide the opportunity for reshuffling activities to balance roles and accommodate personal interests and preferences.

$(CE)_2$ POSITION DESCRIPTIONS

The position descriptions on the following pages have evolved for $(CE)_2$ from staff analysis of original role expectations and actual daily program operations. These descriptions give a more detailed picture of the individual tasks required by the program and provide one example of how tasks can be assigned among staff members.

CROSS-REFERENCES

Additional reading in the EBCE handbooks can further clarify the tasks that are performed by program staff. The following handbooks relate most closely to the work of the individual $(CE)_2$ *staff positions:*

Management & Organization	*- program administrator*
Curriculum & Instruction	*- learning manager*
Employer/Community Resources	*- employer relations specialist*
"Competencies" and "Learning Resources" sections of Curriculum & Instruction	*- learning resource specialist*
Student Services	*- student coordinator*

PROGRAM ADMINISTRATOR

Individual Responsibilities

1. maintain overall administrative responsibility for the program, operating within the parameters of and responsible to the governing board
2. manage personnel matters on behalf of the governing board
3. maintain the fiscal integrity of the program
4. articulate the program to the community

As a team member

5. coordinate program contacts with employers, parents and the participating school district, professional groups and agencies including labor, public/private schools and governmental agencies
6. assist in selection of students and coordination of student activities
7. work with all program staff to set policy and make individually appropriate decisions regarding student accountability and discipline
8. participate in parent conferences
9. supervise and work with staff in program development activities
10. assist in developing program resources and solving problems

LEARNING MANAGER

Individual Responsibilities

1. develop individualized learning plans (projects, objectives, evaluation materials)
2. negotiate learning plans with students, making use of employer and community sites, learning center materials and resources and a variety of people and activities
3. document student progress, evaluate learning products, maintain recordkeeping system with the assistance of a learning aide
4. work with the learning resource specialist to identify and deliver instructional materials and resources

As a team member

5. develop individual learning profiles of students
6. report student progress to parents both in conference and through written reports
7. utilize testing and other assessment data to identify individual student needs, interests, goals
8. counsel students concerning both academic and personal problems
9. implement the Student Accountability System, especially as it applies to the agreements and requirements of students' learning plans
10. maintain the integrity of the program's learning design by integrating projects and employer/community site learning activities
11. aid in describing the program for a variety of audiences
12. plan and participate in group meetings for students

EMPLOYER RELATIONS SPECIALIST

Individual Responsibilities

1. develop materials and strategies for recruiting employer/community sites for student learning
2. identify and gain the support of potential and needed employer/community sites
3. obtain Letters of Intent from participating employers to provide legal and insurance support for employer involvement
4. implement program strategies and system for facilitating student learning at employer/community sites (analyze site learning potential with individual employer instructors, write and recommend learning objectives to learning managers, secure employer instructor evaluations of student performance, supervise student progress and employer instructor performance)
5. counsel students regarding learning site selection and future occupational interests
6. assume responsibility for maintaining the network of learning sites
7. design and supervise the maintenance of an accurate recordkeeping system related to utilization of the site network
8. be sensitive to and resolve any problems with employer/community sites or with labor unions

As a team member

9. maintain the integrity of the program's learning design by helping to integrate projects and employer/community site learning activities
10. aid in planning and implementing a system for employer instructor development
11. report student progress to parents both in conference and through written reports
12. implement the Student Accountability System, especially as it relates to student behavior at learning sites
13. aid in describing the program for a variety of audiences
14. plan and participate in group meetings for students

LEARNING RESOURCE SPECIALIST

Individual Responsibilities

1. determine the need for materials and human resources to support students' individual learning activities
2. advise other staff members and students on the availability of resources in the community
3. develop and implement a system for retrieving instructional materials and media
4. identify and gain the support of volunteer and paid tutors from the community, including all organizational activities necessary for supporting tutor involvement
5. recruit community resource people for certifying competencies and work with students and resource people in the certification process
6. supervise the use of a variety of media in the learning process, including audiovisual, program materials and computer terminal
7. identify and assess the appropriateness of learning materials at employer and community sites
8. identify, order and process instructional materials for the program

As a team member

9. participate in parent conferences
10. share in the implementation of the Student Accountability System
11. plan learning activities with staff and students and recommend human and instructional resources to support learning
12. aid in describing program for a variety of audiences
13. plan and participate in group meetings for students

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STUDENT COORDINATOR

Individual Responsibilities

1. provide program information to and interview prospective students
2. administer and interpret tests to aid in determining the individual learning needs and characteristics of students
3. design, implement and coordinate guidance support (integrated throughout the program)
4. manage zone progress and zone debriefing sessions and record student affective growth
5. articulate and manage the Student Accountability System (implementation shared by all professional staff members)
6. counsel with students, parents, employers and staff individually and in small groups
7. coordinate resources needed for student post-high school planning
8. assist community participants with counseling and communication techniques that can enhance their interaction with students
9. identify and suggest human development resources to staff, students, program administrator and parents
10. provide leadership in maintaining the mental and emotional health of the program
11. maintain liaison between the participating school district and the program, including record exchanges and continuing communication regarding student selection and progress

As a team member

12. participate in accountability-related student/parent conferences and family counseling
13. organize and conduct group meetings and activities with students and with parents
14. help organize and supervise employer seminars on the world of work
15. plan and organize student/staff retreats
16. assist in planning employer instructor development sessions
17. be oriented to the personal needs and interests of each student and be able to share this orientation with other staff members; also be oriented to students' total learning and career programs

SUPPORT STAFF

Program Assistant

1. responsible to program administrator
2. maintain financial records and reports for the program
3. manage procedures for purchasing, petty cash, reimbursements for staff and students
4. arrange for meetings of the program's board of directors; record and distribute minutes of the board meetings
5. perform various secretarial duties, including managing appointments of the program administrator, developing a calendar of events, handling program correspondence
6. develop and maintain systems for bookkeeping, filing and retrieval of program-related information
7. delegate tasks to support personnel as necessary
8. handle special assignments such as making arrangements for hosting visitors and for group meetings

Learning Aide

1. maintain documentary records and files of forms, products and information emanating from individual student learning activities in the program
2. retrieve and summarize information from student records
3. oversee schedules of student work to be completed and inventory student products to determine if they are complete
4. type individualized learning materials for student use
5. provide general team service support, including telephone, schedules, securing materials, typing correspondence, entering data and other assigned tasks

Clerical Assistant

1. receive and transmit telephone calls for program staff
2. maintain files for employer relations specialists and employer files for use by students
3. maintain documentary records emanating from student placements at employer/community sites
4. retrieve and summarize information from site records
5. provide assistance to the program assistant and learning aide as needed
6. provide general team service support, including schedules, securing materials, typing correspondence, entering data and other assigned tasks

Van Driver

1. drive the program's leased van to help meet student transportation needs
2. maintain the van in good condition
3. become familiar with the location of employer/community sites and with student responsibilities for keeping appointments
4. schedule van service between the high school and learning center and to and from employer/community sites to meet the appointment needs of $(CE)_2$ students
5. provide transportation services for program visitors and other transportation tasks as needed

3 Determine the number of staff needed for each position

The number of staff for an EBCE program will depend on

1. the individual roles that must be filled to deliver the components of the program
2. the number of students the program will have
3. size and location of the program in relation to its surrounding community (affects transportation needs, the scope of ERS and LRS assignments and the community relations burden of the entire staff)
4. budgeting factors

With 60 students and a network of approximately 100 employer/community sites, $(CE)_2$ employs one program administrator, two learning managers, two employer relations specialists, one learning resource specialist and one student coordinator. The program also employs one program assistant, one learning aide and one clerical assistant full-time and one van driver on an hourly basis.

SPECIFIC ROLE CONSIDERATIONS

There are many ways that specific roles and workloads can be adjusted to accommodate program needs, including use of paraprofessionals, volunteers and teaching interns; shared responsibilities with regular high school staff and parents filling support staff roles. EBCE planners are encouraged to draw all conceivable human resources into their programs.

The following observations, based on $(CE)_2$ experiences, may assist in determining how many staff are needed to operate an EBCE program.

Program Administrator

Administration of EBCE should probably be the full-time responsibility of one individual rather than added to the responsibilities of a district administrator (the director of career education, for example). A program administrator/ERS combination might be workable, however, especially if the program were operated within a school district and the administrator did not have to attend to the management details that are part of the $(CE)_2$ administrative role.

Learning Manager

Learning managers expend a lot of time and energy giving students the individualized attention that is essential to the development of their learning plans. Consequently, it would be difficult to take shortcuts with LM tasks, and $(CE)_2$ staff have concluded that the LM role is a full-time responsibility.

Each LM at $(CE)_2$ is responsible for approximately 30 students and confers with each of those students weekly on both a scheduled basis and informally. The LMs see an average of seven students per day. Most student appointments are in the morning, and the LMs spend the afternoon writing projects (average writing time is three-fourths to one-and-a-half hours per project), reading and responding to student journals, planning, meeting with other staff and so forth.

A 30:1 student/LM ratio has been workable; one LM could conceivably manage 35 students but beyond that number the degree and quality of individualization might suffer.

Employer Relations Specialist

There are several time-consuming aspects of the ERS role, including employer/community site recruitment (the first year burden of site recruitment will be greater than in subsequent years), analyzing site learning potential in preparation for student placements, helping students select sites and site maintenance. The beginning of each program year is especially hectic for an ERS because of the need for site recruitment and development prior to the first student placements. During the year, the workload levels off to a continuing process of site maintenance, new placements of students and recruiting and developing additional sites to meet student needs and interests.

$(CE)_2$ employed two ERSs during initial recruitment of the employer/community network. They were assisted by members of the planning group in contacting more than 100 individual businesses in the community. For the ongoing program, two ERSs maintain approximately 100 to 120 active learning sites to serve the needs of 60 students. (The term "learning sites" refers to the number of different employer instructors and learning situations for the students. An individual place of business may have more than one EI and learning situation involved in the program, and each student placement with an EI is separately maintained by the ERS.)

New EBCE programs might consider hiring extra people for the initial site recruitment or enlisting volunteer help from the Chamber of Commerce and business community. Even the first year burden of analyzing site learning potential might be eased by enlisting volunteer or paid help in conducting Learning Site Analysis interviews with employers. This could, however, diminish what has been a plus in $(CE)_2$ program/site relations--having the same ERS recruit, develop and maintain a site.

The number of ERSs needed by an ongoing program will depend primarily on how many sites one ERS can maintain. Each ERS at $(CE)_2$ maintains 50 to 60 learning sites and works with the students who choose those sites. $(CE)_2$ anticipates being able to hold the line at two ERSs even if the number of students should increase to 100, particularly if some site recordkeeping and logistics (such as telephone contacts regarding student placements) could be given to an aide or secretary.

Learning Resource Specialist

The LRS serves all students in the program. Some aspects of this job could be handled by a high school librarian--purchase and maintenance of audiovisual equipment and materials, for example--but responsibilities for the competencies, for tutoring and for acquiring community resources to support student learning constitute a full-time workload in themselves and probably could not be added to the workload of a regular high school staff member.

Student Coordinator

The student coordinator also serves all students in the program. At $(CE)_2$ the SC tries to see each student once a day, if only in passing, and at least once a week for more extensive contact. It is conceivable that if the $(CE)_2$ staff were not also involved in developmental work, one SC could work with more than 60 students.

It would be difficult for a regular high school counselor to maintain a student caseload in addition to EBCE. SC tasks might be split among more than one regular high school staff member (guidance vice principal and counselors, for example) but this would risk losing the continuity that is so important in EBCE. The integrated system of delivering student learning requires consistent intrastaff communication.

CROSS-REFERENCE

Charts showing a "typical" week for each professional staff member at $(CE)_2$ are displayed in Appendix G to help complete the picture of individual staff workloads.

4

Develop standards for selecting individuals for staff positions

CERTIFICATION

EBCE planners will have to examine their own state regulations to determine the certification standards that must be met by their professional staff. Under Oregon school law, "teachers of record" in a public school program must be certified. $(CE)_2$ has interpreted learning managers to be the EBCE "teachers of record" and these staff members hold secondary teaching certificates. The program administrator is a certificated secondary school administrator in keeping with the responsibilities of that position. Certification has been optional for other staff members. It happens that all professional staff working with students at $(CE)_2$ are certified teachers and two are certified guidance counselors, but these were not state requirements.

OTHER QUALIFICATIONS

Background and Training for Professional Staff

New EBCE programs should seek applicants with prior experience in innovative education programs, particularly those involving the community. They should also seek applicants with experience and skill in working with students of varying abilities and working with students on a one-to-one basis. Prior experience with curriculum development might be of assistance as programs refine EBCE to their own situations.

Ideally, staff members will have had previous experience working successfully as team members and be familiar and comfortable with individualized programs and an interdisciplinary curriculum. They should be familiar with diagnostic and student assessment procedures, committed to tailoring a program to individual student needs and interests and capable of creative and continuous recordkeeping. Previous working experience outside the schools may also be helpful in giving staff members a basic understanding of the business world.

Qualities and Abilities for All Staff

The personal qualities that individual staff members bring to the program will be as important as any specific background and training. Professional and support staff alike should understand and respect young people and be genuinely interested in them. All should be congenial and able to relate effectively to others. They should be patient, flexible and able to function effectively in their various roles despite many interruptions. All staff members will need a sense of humor and the ability to organize time and materials. They must also be able to work under pressure.

Professional Staff Qualities and Abilities

Professional staff members should be skilled in interpersonal relations. The successful EBCE team requires individuals who not only have a demonstrated ability to work well with students and adults but who are complementary to each other and willing and able to work together as a group. They should also possess an enthusiasm for teaching and for improving the instructional program and be committed to learning as a process that can be managed.

The staff should be open to the community and believe that it is capable of teaching students; they must be able to delegate responsibility and trust the employer/community network to certify student learning. Staff should generate a sense of competence and be able to sustain the confidence of students, parents, community members and other school personnel. It might also help to have staff who are already known in the community, particularly for the positions of employer relations specialist and learning resource specialist.

The program requires a student-centered outlook. The professional team should be "tuned in" to each student as a person and able to accept and work with a variety of learning styles. Staff members should be approachable and accessible to students, yet capable of maintaining their respect; they should be firm and let students know in a helpful, supportive way when certain behaviors are not acceptable.

Staff members should have a balance between technical and human skills; they should be skilled in the process of negotiation and able to counsel students in both academic and personal matters. They will need analytic ability and problem solving skills. EBCE demands much creative energy and staff need to be available to the program for weekend retreats, evening sessions and emergency calls.

Staff should be self-confident. They should be effective communicators--articulate, sensitive and interested in what the other person has to say. Above all, in the midst of these ideal qualifications, staff members should be honest with themselves, realizing that they have limitations and cannot individually fulfill all the needs of every student.

Qualifications for Individual Positions

In addition to the general qualifications mentioned above, the following specifics seem appropriate for individual professional staff positions:

Program administrator--experienced in educational administration, with a demonstrated interest in seeking alternatives in education, an awareness of the ambiguities that are often associated with new programs and proven organizational and supervisory skills.

Learning manager--able to negotiate with students, know how to ask questions and be creative in translating student learning into specific activities; possible experience in using assessment techniques to determine students' learning styles.

Employer relations specialist--previous business experience, if possible, coupled with an educational background or at least awareness of educational techniques; friendly, outgoing and able to meet people easily; demonstrated ability to coordinate people and places, groups and individuals.

Learning resource specialist--familiar with learning materials and instructional media and able to classify and organize materials, although training in library skills is not essential; familiar with the community and its resources; creative and imaginative in seeing how community resources can be applied to student learning; inquisitive and able to meet people easily.

Student coordinator--strong counseling and psychology background and experience, especially in behavioral counseling, interpersonal relations and group processes; knowledge of and skill in using various techniques to assess student abilities, aptitudes and interests; skill in organizing and speaking to groups.

The following qualifications are recommended for individual support staff positions:

Program assistant--accounting and administrative/secretarial training, experience and skill; familiarity with budgeting procedures, office management and systems for filing, recording and reporting.

Learning aide and clerical assistant--secretarial and clerical skills and general office experience.

Van driver--a skilled driver with chauffeur's license; able to maintain authority and respect of students.

5

Outline strategies for recruiting staff

TIMELINE

Programs should establish a definite timeline for recruiting and hiring staff, including adequate lead time for staff orientation to the program and preferably some team development activities prior to the arrival of students. (See the recommended EBCE timeline on page xiv.) The timeline will, of course, be affected by school district patterns for budgeting and staffing.

SEQUENCE FOR HIRING

The program administrator should be identified as early as possible in program planning and should be involved in selecting the other staff members.

The employer relations specialist role should be filled as soon as the program is approved so the ERS can begin to identify employer/community sites for student learning.

All other staff members should be added early enough to give them time to familiarize themselves with the EBCE curriculum and learning strategies. This probably requires no more time than is needed for orientation to any new school program.

SOURCES FOR APPLICANTS

Programs will be seeking applicants from regular school sources--college placement services, teacher organizations, school systems and the district's own teaching staff. The nature of EBCE gives it some unique staff recruiting resources, however, including local Chambers of Commerce and the community itself. The following are some specific sources that might be considered for individual positions.

Learning Manager

Candidates for the LM position might be located among elementary teachers as well as secondary teachers because of the LM "generalist" orientation. Elementary teachers will have had some experiences that might prove beneficial to an EBCE program, including individualizing instruction, being in contact with specific groups of students for concentrated periods of time and having had recent and specific training in basic communications and mathematics skills.

Employer Relations Specialist

Previous business experience can be as important to the ERS role as teaching background. Recommendations for ERS applicants might be requested from local personnel managers and members of the program's planning/advisory group as well as through the schools.

Learning Resource Specialist

Programs might find LRS candidates from among people who have had experience in identifying and securing educational resources through volunteer work, special project involvement or individualized programs.

Student Coordinator

Candidates for the SC position may come primarily from high school guidance personnel although applicants must understand the unique integrated approach to guidance that is inherent in the EBCE program.

ATTRACTING APPLICANTS

The program design itself will be a significant factor in attracting staff; it can offer personal and professional challenges, including the opportunity to give practical application to ideas about individualized learning and community involvement. EBCE is an alternative for teachers as well as for students and it can be especially appealing to teachers who feel limited by the structure of a traditional educational system.

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Salaries and staff benefits can also be positive factors in attracting applicants. Salaries should be commensurate with the amount of energy and time demanded by the program, and staff benefits should be competitive with the job markets from which applicants are being sought.

CROSS-REFERENCE

Salaries are discussed in more detail in Item 8, page 72.

6 Interview and select candidates for positions

Putting together an effective team will require special skill on the part of the program administrator, but programs should be able to find many applicants eager for an opportunity like EBCE and possessing the enthusiasm and skills needed to carry it out.

INTERVIEWING CANDIDATES

Applicants should be helped to understand the nature of the program and the fact that they will be functioning as members of a team, each with specific responsibilities but working together as a cohesive unit.

Interviewers should look for individuals who are

1. genuinely interested in working closely with individual students
2. comfortable and effective in working with members of the community
3. willing to trust employer instructors, tutors and competency certifiers to teach students
4. willing to listen to members of the community and to the other team members

Using Committees for Interviewing

Selected representatives from the business community might be involved in interviewing and recommending candidates for employer relations specialist and program administrator because these positions both require persons who understand and are sensitive to the needs and interests of the business community. Representatives from business and labor who are familiar with and understand the EBCE program can make valuable observations and evaluations about individual applicants' abilities to interact effectively with members of the business community.

An interviewing committee for the ERS position could be composed of representatives from the program's governing and advisory boards and employers participating in the program. An interviewing committee for the program administrator could be composed of business/labor/community representatives from the program's planning group as well as school district administrators and school board representatives.

CROSS-REFERENCE

Item 4, pages 61-64, discusses personal qualities, training and experience that are desirable for EBCE staff members. This item should be reviewed by those who are interviewing applicants for EBCE positions.

Personnel Management

7

Establish roles and responsibilities for personnel management

The program administrator's responsibilities for personnel management should be clearly established and be consistent with the program's degree of autonomy. Programs operated by a school district will have many personnel details managed by the district administrative office, and patterns of responsibility will have to be established between the program administrator and other district administrators (high school principal, career education director, superintendent and so forth).

$(CE)_2$ personnel matters have been managed separately from the school district, in keeping with the autonomy of the program's governing board. The program administrator has been responsible for hiring and dismissal of employees, subject to approval of the $(CE)_2$ board, and the program board has been the source of appeal for staff grievances. The $(CE)_2$ board makes personnel policy decisions such as cost of living adjustments for staff, but the program contracts with another agency (NWREL) for the management of personnel benefits.

8

Establish policies and procedures regarding salaries and benefits

SALARY RANGES

EBCE salary ranges should be established on the basis of the tasks and requirements of specific positions, as well as pressures and demands of the program. Compensation should be commensurate with responsibilities and requirements.

For example, staff members will be highly visible and accountable to the community. They will have regular contact with all program participants--members of the employer/community network, EBCE students, parents of students, officials of local school districts and other public agencies, paid and volunteer tutors from the community and the many civic groups to whom the program will be presented. In each of these relationships staff members will bear the responsibility of inspiring confidence in the program and helping to sustain community support.

In addition, the program may require longer working hours than most schools, weekend retreats and evening meetings with employers, parents, civic groups and so forth. The program should also have extended or long-term contract provisions, if possible (see Item 9, page 75).

DETERMINING INDIVIDUAL SALARIES

Programs should have a fair and equitable means of determining individual salaries within established salary ranges, if possible providing for negotiation of starting salary between program administrator and the candidate for a position. Such negotiation can help to clarify the expectations of both individuals--what the program administrator expects from the staff member and what the candidate expects from the job. Negotiation can also bring a variety of factors to bear on salary decisions, including experience, preparation, previous earning power and competition with present salary. This may be especially applicable if the program is seeking people with business backgrounds for the ERS position.

$(CE)_2$ staff members negotiate their salaries individually within predetermined salary ranges for each position. This procedure has allowed the program to compensate individuals for their skill, as well as experience and years of educational service.

$(CE)_2$ also provides for an annual cost of living salary increase and merit pay. Merit increases scaled to the ratings of staff members on yearly performance evaluations (see Item 13, page 87) are awarded on the recommendation of the program administrator and approval of the $(CE)_2$ Board.

STAFF BENEFITS

EBCE does not require any unique staff benefit and leave provisions, with the possible exception of insurance coverage for staff traveling in the community on program-related business. (See page 115 for recommendations on insurance coverage.)

Programs should consider their benefits package in relation to staff recruitment, however. If candidates are being sought from the business community for the employer relations specialist or program administrator positions, for example, staff benefit provisions should be considered in relation to what is available in business and industry. Personnel benefits need to be competitive with other job markets in order to attract people from those markets.

$(CE)_2$'s Benefits Package

Originally all $(CE)_2$ staff were employees of the Northwest Regional Educational Laboratory (NWREL) and were entitled to NWREL benefits. These included various insurance plans--health, group life, long-term disability, accidental death--and a retirement fund, as well as State Accident Insurance (SAIF) and Social Security. When the $(CE)_2$ Board of Directors assumed full responsibility for program personnel, the board chose to continue the NWREL package rather than establish one of its own. Similarly, other programs governed separately from a school district but operated cooperatively with it should explore the possibility of buying into the school district's benefits plan.

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9

Establish policies and procedures regarding contracts and working conditions

The personnel requirements of EBCE must be considered carefully in relation to existing teacher standards, practices and regulations as well as requirements of teacher organizations and negotiated contract provisions for school district teachers. Programs should also operate under "affirmative action" plans that apply to all aspects of personnel policy and practice, including employment, development, advancement and working conditions.

CONTRACT CONDITIONS

The Contract Year

EBCE planners should anticipate the need for supplementary pay and/or extended contract time for program staff because of program demands (for example, recruiting time for employer/community network, student assessment procedures, staff development and the time and energy required for the high degree of individual involvement with students). Summer working time (at least two weeks following and two weeks preceding each school year, if possible) will be an especially important consideration during the first two years of a new program but should also be considered by ongoing programs.

All EBCE staff should be on at least ten- to eleven-month contracts to provide program time for specific activities that need to occur before and after the school year--team debriefing and planning, employer/community resource identification and recruitment and team development activities, for example. The program administrator should probably be on a twelve-month continuous contract. Twelve-month contracts would also be desirable for the student coordinator and employer relations specialist, whose summer work could include testing and assessing students, developing student profiles, planning student orientation, planning and conducting staff orientation, developing employer/community resources and working out preliminary site selections with students.

Programs might also consider a twelve-month school year for EBCE or summer use of program facilities and employer network (for example, a summer career exploration program for junior high school students). Year-round program operation would permit staff and students to take advantage of the continuous working schedule of the business community.

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There will naturally be questions concerning how extended or longer-term contracts can be worked into existing district teacher contract provisions. State department of education specialists in legal and accreditation services and appropriate local negotiation officials can help work out answers to these questions.

Working Hours

Working hours for an EBCE staff are the primary working condition that may be affected by program design. The staff hours should be flexible enough to allow time for meeting with parents and other members of the community for program planning and support. $(CE)_2$'s separate governing structure allowed it to develop its own policies relative to staff work day, but EBCE planners developing a program within a school district will have to determine how program requirements can fit within the district's negotiated provisions for teacher welfare.

$(CE)_2$ staff spend a full working day (8:00 a.m. to 5:00 p.m.) at the learning center. Students officially participate in the program from 8:00 a.m. to 3:00 p.m. but frequently stay at employer/community sites until the end of the business day. They often also remain at the learning center until 3:30 or 4:00, talking to staff, scheduling appointments and working on assignments.

The longer day presents students with an atmosphere resembling a business rather than a school. Staff show students that learning is a continual process, not segmented by bells or ended by classes that stop in mid-afternoon.

As in many innovative programs, staff also spend many evenings and weekends, individually or with others, working on program-related tasks.

THE CONTRACT FORM

$(CE)_2$ has adopted a letter of agreement form as its contractual document for all employees--professional and support staff alike. The $(CE)_2$ Letter of Agreement, written specifically for each position, states the terms of employment and expectations for each employee, including

1. date of employment

2. supervision of employee

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3. rate of compensation
4. personnel benefits to which employee is entitled
5. procedure for payment of salary
6. any other terms and conditions of employment that have been negotiated for the specific position and employee

The letter is signed by both employer and employee and covers a twelve month period of time.

CONTRACTED SERVICES

Although volunteer tutors are recruited by $(CE)_2$, it has sometimes been necessary to reimburse tutors for their services to secure individuals with specific skills--in reading or mathematics, for example. Other EBCE programs may also find the need to contract with tutors.

$(CE)_2$ has used the form illustrated on the following page to contract for tutor services. As noted on the form, tutors are not entitled to the benefits of regular employees of the program.

CROSS-REFERENCE

Appendix G displays a sample week for each professional staff position at $(CE)_2$. These sample weeks can give a general idea of the time involved in operating the program.

TUTOR SERVICE AGREEMENT

Community Experiences for Career Education, Inc., agrees to employ ______________________________ for the purpose of tutoring students from the $(CE)_2$ program in the following areas:

____

____

____

SAMPLE

1. It is agreed that ______________________ will be paid at an hourly rate of ______ per hour and will be paid for actual hours worked only. Hours will be inconsistent and actual hours and locations of tutoring sessions should be mutually agreed to by the tutor, the students and a $(CE)_2$ staff member.

2. Both parties agree that no personnel benefits will be provided, including such benefits as sick leave, vacation pay or other contributions.

3. $(CE)_2$ agrees to make all contributions required by law for such work.

4. Payment of salary will be made on prescheduled dates.

5. This agreement may be cancelled by either party immediately on notice.

6. The signee agrees that all employment is based on satisfactory performance and that no commitment as to the number of hours to be worked is either suggested or implied.

Staff Development and Performance

10 Define staff lines of responsibility, supervision and interaction

Each EBCE team needs to identify its own best working relationships and style, taking into account emerging patterns of interaction among staff members, strengths and weaknesses of individuals, the personal management style of the program administrator and other variables that could affect staff performance.

INTERNAL ORGANIZATION

Internal organizational patterns should be clearly defined to allow for staff flexibility and creativity and to encourage staff interaction in all program activities. Program operations should be characterized by open discussion of all organizational problems and by staff input to decisions affecting the program.

Decision Making and Problem Solving

It will be up to the program administrator to structure staff relationships so that problem solving and decision making can truly be shared. There is no one "best way" to organize a staff for decision making, and administrators will undoubtedly encounter divisions in staff feeling over the way things should be operated. Regardless of team patterns, some staff will probably think there is not enough team involvement in decision making and some will think there is too much.

$(CE)_2$ has used the following basic sequence for staff involvement in day-to-day problem solving and decision making:

1. Weekly staff meetings. Regular weekly meetings have been the formalized means for staff to share ideas and observations about ongoing program details, including work scheduling and planning.
2. Task forces. Smaller teams of two or three staff members form as needed to study specific problems and issues.

3. Group discussion of task force recommendations. The smaller task force reports its recommendations back to the total staff for discussion and decision.

4. Decision by consensus. Staff members analyze the task force recommendation, brainstorm the problem or issue and try to reach full agreement on the solution. If consensus seems impossible, the program administrator makes the final decision.

Within this framework, different staff members take the lead in solving problems related to their specific roles.

Staff Information Sharing

There are some natural staff interactions that should occur in all EBCE programs to bring a variety of experiences and expertise to bear on the problems and needs of individual students.

The learning manager and employer relations specialist must work closely together in facilitating student learning. They both monitor student projects and need a regular basis for sharing information regarding individual students. Similarly, the learning manager and learning resource specialist must be in close touch regarding the resource needs of students.

Responsibilities for student accountability and guidance are shared by all professional staff members, and the student coordinator takes the lead in design and delivery of these program features. To facilitate staff interaction and cooperation in these matters, $(CE)_2$ instituted regular all-staff meetings (zone progress meetings and zone debriefings) to discuss student progress and affective growth. These sessions are led by the student coordinator.

CROSS-REFERENCES

Staff interactions necessary to the program are also discussed in "Guidance," Student Services, Items 2 and 7; "Site Utilization," Employer/Community Resources, Item 6; and throughout the Curriculum & Instruction handbook.

11

Identify staff orientation and training needs

Staff members should be involved as much as possible in identifying their own developmental needs, but the program administrator should also anticipate difficulties both professional and support personnel may encounter in their daily operation of the program. The basic EBCE design is common-sense oriented and relatively simple to understand; strategies and procedures for operating the program are more complex, however. Although new staff members at $(CE)_2$ have been able to move quickly into the program, they find the program more complex as they work with it.

PROFESSIONAL STAFF NEEDS

Staff Unity

Teamwork is essential to the EBCE program. This means that each individual team member must understand his or her own role and the roles of the other team members in relation to delivery of the total program. It also means that staff members should share common values in relation to program concepts and design (shared values concerning student accountability standards such as punctuality at employer sites, for example).

The program administrator should give careful attention to preparing a staff for the realities of the team situation. Team members need the freedom to remain consistent to their own particular styles of dealing with people and programs. The staff should recognize that some members may be more open and accessible to students than others and may draw a greater "following." Team members should be helped to understand the reasons for the students' choices, recognize and appreciate differences in each other's teaching and personal styles and learn to support each other in relation to student choices and preferences.

Understanding Program Goals and Expectations

Staff will need a thorough orientation to program goals, including time together to arrive at a common understanding of and commitment to those goals. This includes such things as total staff commitment to having students learn in the community and a willingness to trust community members to serve as instructors.

Communicating Effectively With Others

Staff must be aware of the importance of the student/staff negotiation process and should develop the skills that allow them to feel comfortable with the process.

Staff must be prepared to interact continually with the students and to talk in terms that are readily understood by the variety of people involved in the program--students, parents, employers and community members. Staff must also be prepared to interact with each other continually to share information about student problems, behaviors and progress.

Planning and Budgeting Time

Students in an individualized program expect (and often need) constant contact with staff members, and an EBCE staff must be prepared to deal effectively with this demand on their time and energy. Some structure to EBCE staff/student contact time is necessary to preserve staff sanity, but staff must also be accessible for informal student contact.

Individual staff members should be prepared for specific kinds of time pressure. The program administrator and ERS, for example, will face the task of maintaining adequate contacts with outside groups while working on internal problems under short timelines. All staff members will find that the program demands a substantial amount of recordkeeping; they will have to master the art of providing enough time to meet student needs and still keep up with their paperwork.

SUPPORT STAFF NEEDS

EBCE support staff are an essential part of the program team, especially in their capacities as recordkeepers and additional "friends" of the students. The $(CE)_2$ professional staff has relied heavily on its support team to monitor student progress on stated program tasks and record the myriad details that go into the student recordkeeping system.

The support staff should be familiar with program concepts and goals, expectations and basic operational procedures. All staff members, support as well as professional, will be getting questions from others about where they are working and what they are doing, and all should be able to explain the basics of the program.

CROSS-REFERENCE

Appendix H presents a detailed listing of the personal/social and program-related developmental needs that might be anticipated for the professional staff of an EBCE program.

12 Design strategies for staff orientation and ongoing development

SUGGESTIONS FOR STAFF ORIENTATION

Staff orientation should introduce EBCE program concepts and systems and answer questions about how the program operates, including how learning is individualized, delivered and recorded. The orientation should also include some brief program background, including how EBCE came about and why career education is gaining national interest. All program personnel, professional and support staff alike, should be included in briefings on program concepts, interrelationships of staff and chain of command.

Operational procedures should be reviewed several times as staff begin working with students. The program administrator might even consider devoting fifteen minutes to one-half hour each day during the first month of operation to review program details with staff and answer questions.

The professional staff should work on team unity and cohesiveness at the beginning of the program year as part of its orientation activities.

ONGOING PROFESSIONAL STAFF DEVELOPMENT

For ongoing development, the program itself offers opportunities that can enhance staff communication and interaction skills as well as serve program needs. Among these are continual staff/student interaction and negotiation, as well as meetings with parents. Staff involvement in and evaluation of employer instructor development sessions can sharpen the staff's own program perspectives and enhance understanding of the business community. The annual staff/student retreat can also play as important a role in staff development as it does in student development.

In addition, there may be specific inservice activities that can enhance staff skills. The following outline suggests team development techniques that might prove useful for EBCE programs. It is only a sample schedule to indicate the kinds of orientation and inservice activities that might meet anticipated personal and program-related developmental needs of an EBCE professional staff. (See Appendix H for a listing of those needs.)

SUGGESTED ORIENTATION AND INSERVICE TRAINING ACTIVITIES FOR EBCE PROFESSIONAL STAFF

Personal Skills and Role Development

Summer	*Fall*	*Winter*	*Spring*
Role analysis workshop* 1 day - June		Review, update, clarify roles*	
Goal setting 2 days		Review, update goals	Assess achievement
	Team building (staff/student retreat) 2-1/2 days	Team building* 2-1/2 days - January	Team building* 1 day - April
Interpersonal communications workshop* 4 days - July		Followup interpersonal communications workshop*	
	Decision making process 1 day		
Group process skills* 1/2 day		Group process workshop* 2-1/2 to 3 days	
Time utilization early June (with program administrator)	Time utilization (individuals with program administrator)		Assessment of time utilization (with program administrator)
	Conflict management*		

Instructional Skills Development

Summer Only			
How to use community learning resources 1 day	How to build individual student learning plans 1 day	Test interpretation techniques and assessment procedures 1 day	Student recordkeeping procedures 1 day

*Outside facilitators might be considered to conduct these activities. (See page 86.)

Community Resources for Training

An EBCE staff should make use of all available community resources for staff training. For instance, communities may have professional associations of personnel directors from business and industry who are involved in planning job enrichment programs focusing on interpersonal relations and human interaction. An EBCE staff might be included in such training programs through the program's contacts with the business community.

An EBCE program should also be open to inservice training opportunities available through intermediate education districts, school districts and educational organizations. The program will need some means of finding out about these resources; perhaps the learning resource specialist could investigate staff inservice opportunities while canvassing the community for student learning resources. The student coordinator and program administrator can also help keep track of inservice opportunities through their regular contacts with the school district and high school.

Using Outside Facilitators for Training

Programs should consider using outside facilitators to conduct staff training sessions, if possible, even if the student coordinator or program administrator is experienced in interpersonal communications and other staff training techniques. It is usually not in the best interest of the staff to set any one team member apart as an expert in human interaction, the most sensitive area in team development. Use of an outside facilitator has the advantage of keeping the EBCE team together both during a workshop and afterwards, when the staff as a group can evaluate the effectiveness of the training session.

Outside facilitators need not be a burden on a program's budget; various agencies within the community (family counseling services and church related and community service agencies, for example) can often provide experts in the field of interpersonal relations at little or no cost.

CROSS-REFERENCE

The staff/student retreat mentioned in the preceding copy is described in "Guidance," ***Student Services****, Item 5.*

13

Develop rationale, criteria and techniques for evaluating staff performance

The design of any personnel system for EBCE should consider the interrelationships of recruitment and selection, supervision and on-the-job training, evaluation and feedback. An effective evaluation process is necessary to determine how successful the staff recruitment and selection process has been and what type of supervision and inservice training should be used. Staff development and followup evaluation should be an ongoing, recycling process and staff performance evaluations can be an important part of the total evaluation design.

Performance evaluations may or may not be in accord with the procedures of school districts offering EBCE. If programs are interested in developing a performance evaluation system, however, a fully representative staff committee should be involved in developing the system. Once developed, the system should be used for all employees.

The (CE)$_2$ program administrator is charged by the board with responsibility for conducting staff performance reviews according to the following procedures:

1. The program administrator and staff member develop a description of the staff person's job; the staff member agrees to that description and the specified work tasks are transferred to the evaluation form.

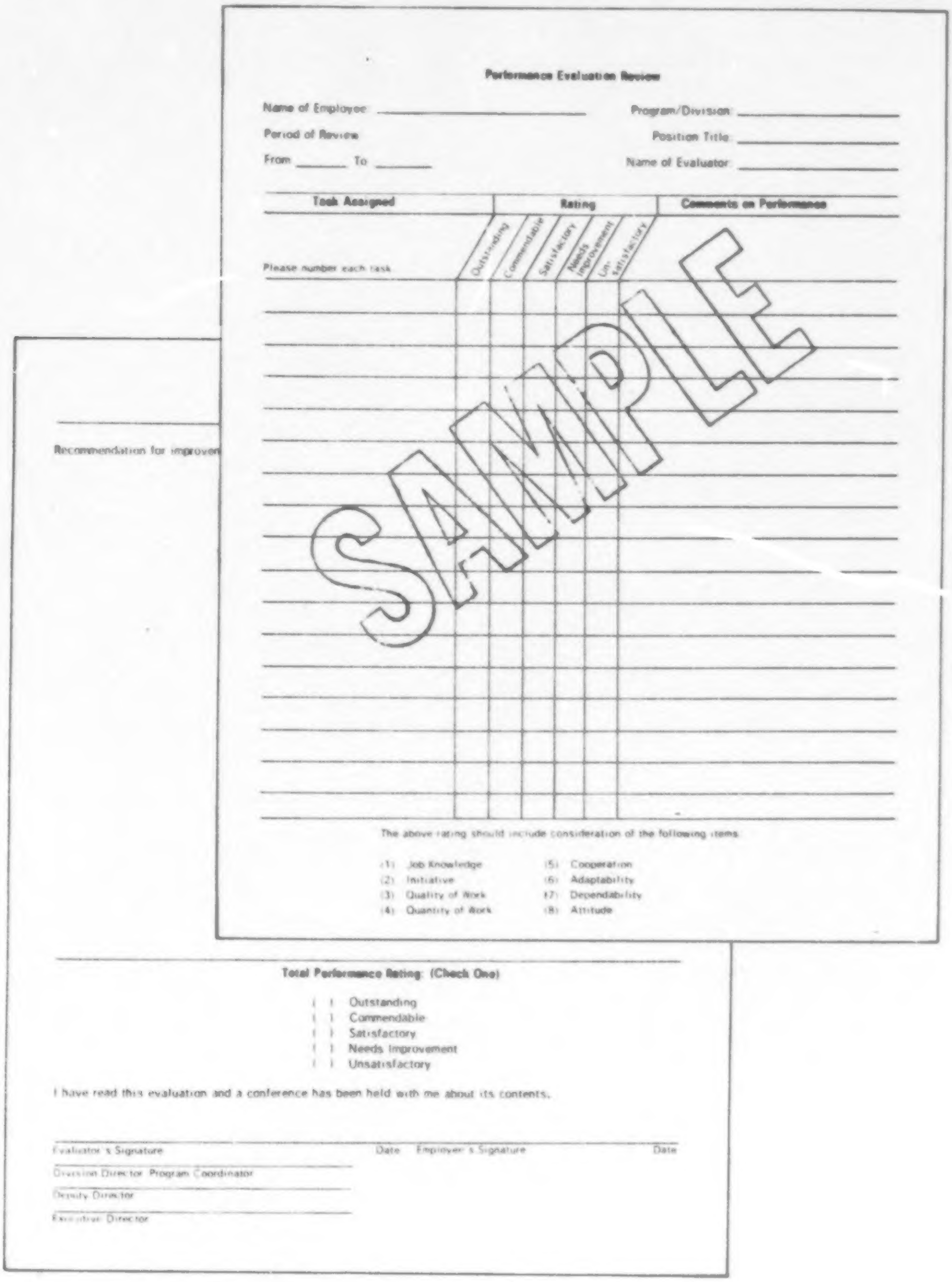
2. The program administrator evaluates the employee on each of the work tasks listed on the Performance Evaluation Review (see following page), assigning ratings that range from outstanding to unsatisfactory and adding specific comments on performance as desired.

3. The staff member evaluates him or herself on the same work tasks, using another copy of the form.

4. The administrator and staff member then meet to compare and discuss their evaluations; differences are analyzed, agreement is reached if possible and followup actions are negotiated.

5. The review form is signed by both the administrator and employee and forwarded through the administrator to the (CE)$_2$ board. The staff member can append any objections or reactions to the final evaluation form, if necessary or desired.

This annual review process is tied to the awarding of merit increases (see Item 8, page 73). The program administrator provides the $(CE)_2$ board with an annual review of staff salary and performance and the program administrator is also subject to yearly performance review by the $(CE)_2$ board.



Performance Evaluation Review

Name of Employee: ____________ Program/Division: ____________

Period of Review Position Title: ____________

From ______ To ______ Name of Evaluator: ____________

Task Assigned	Rating					Comments on Performance
Please number each task	Outstanding	Commendable	Satisfactory	Needs Improvement	Un-satisfactory	

The above rating should include consideration of the following items:

(1) Job Knowledge	(5) Cooperation
(2) Initiative	(6) Adaptability
(3) Quality of Work	(7) Dependability
(4) Quantity of Work	(8) Attitude

Recommendation for improven

Total Performance Rating: (Check One)

- ( ) Outstanding
- ( ) Commendable
- ( ) Satisfactory
- ( ) Needs Improvement
- ( ) Unsatisfactory

I have read this evaluation and a conference has been held with me about its contents.

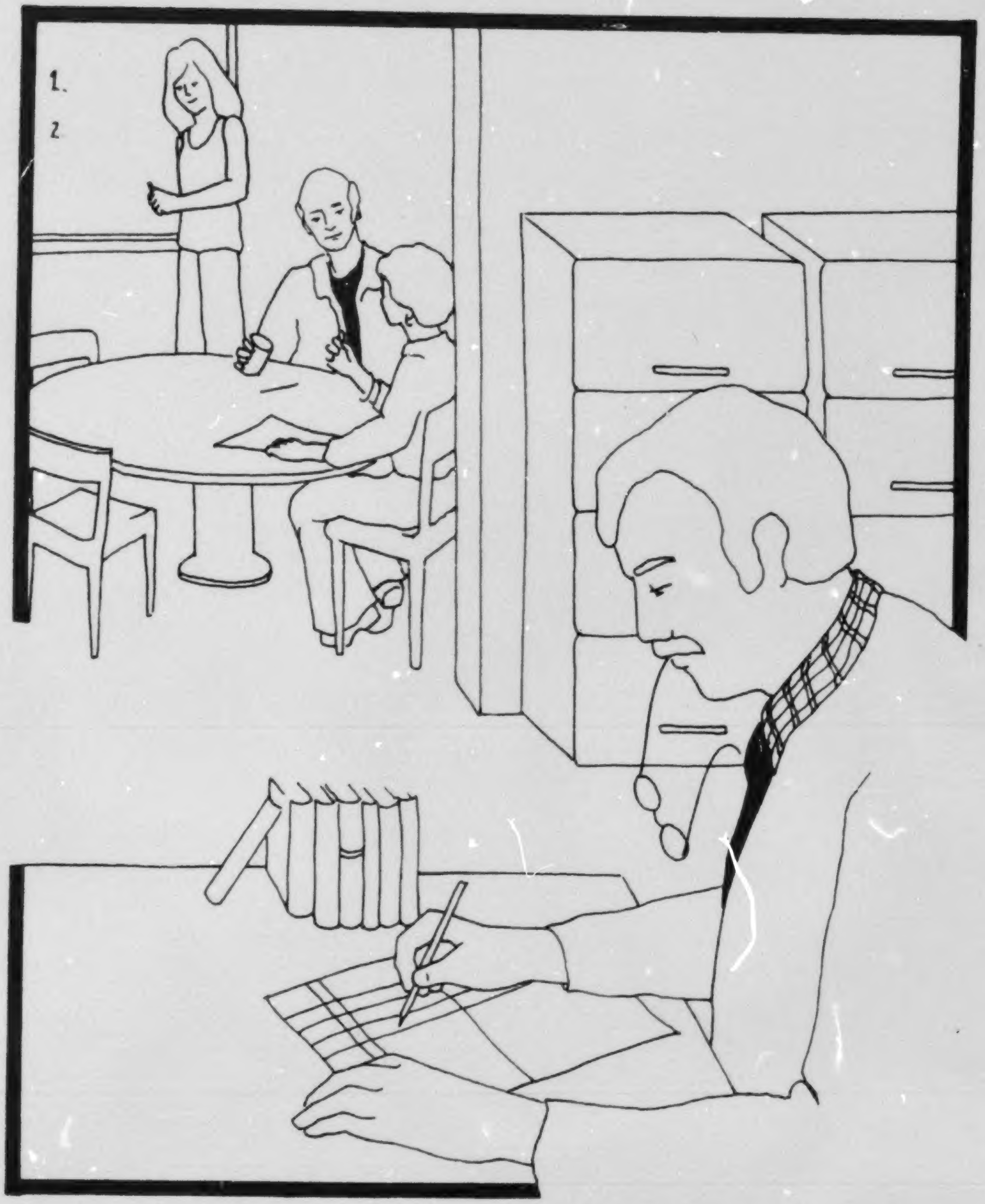
Evaluator's Signature Date Employee's Signature Date

Division Director Program Coordinator

Deputy Director

Executive Director

BUSINESS MANAGEMENT



BUSINESS MANAGEMENT

BUSINESS MANAGEMENT

Business management procedures deal with such operational matters as budgeting, financial reporting, office routines, insurance, health and safety provisions, facility and transportation.

PURPOSES OF EBCE BUSINESS MANAGEMENT

1. maintain a budget that anticipates and accommodates program-specific income and expenditures
2. establish procedures for auditing the program and submitting financial reports to various audiences
3. provide fiscal and office procedures that facilitate daily operation of the program
4. maintain insurance for students, staff, employer/community participants, property and vehicles associated with the program
5. operate a "home base" or learning center that effectively supports student activities in the community
6. provide transportation necessary for full student access to widespread employer/community resources

ASSUMPTIONS ABOUT BUSINESS MANAGEMENT

School districts adopting an EBCE program will have provisions for many of these services in their own setting and will make only minor adaptations to existing procedures.

Although many procedures for managing an EBCE program are similar to those of businesses and school districts everywhere, some procedures are unique to EBCE--for example, insurance provisions for employer sites.

Efficient recordkeeping and logistics are essential in any program, particularly one moving students about the community for widely varying learning experiences.

THE PEOPLE INVOLVED

The program administrator is responsible for seeing that management and operations are consistent with program goals and for maintaining the program's accountability to the governing body, students, parents, staff and community. Decisions regarding essential details of the program (insurance, transportation, operation of the learning center and so forth) must of necessity involve the program administrator. The administrator will also be the chief staff member involved in budget formulation, although all program staff may be involved in budget discussions.

The administrator may involve a program assistant and/or clerical staff in managing the program on a day-to-day basis, depending on the size and organizational structure of the program.

Steps to Follow

BUDGET

page

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2 Review budget items peculiar to EBCE program *96*

3 Establish budget categories *100*

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11 Provide adequate insurance coverage for all program participants *115*

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13 Identify major purposes of learning center *121*

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Budget

1

Establish schedule for meeting budget deadlines

The EBCE program budget should be planned and approved in accordance with the timelines established by the program's major funding sources. If the program is set up to operate within the school system, the school district schedule should be followed. That will probably mean developing the budget in December for the following school year. A program operating with funds from other sources may be placed on a fiscal year cycle that begins in July or January.

2

Review budget items peculiar to EBCE program

Contracts and Benefits

EBCE programs may want to consider extended contracts for some of the staff. The program administrator should hold a twelve-month, continuous contract and other staff members may need to have ten-and-a-half-month contracts.

The staff at (CE)$_2$ work the year round, with the exception of the van driver, who works days that students are involved in program activities. Although (CE)$_2$ students remain on a regular nine-month school year, the staff spends its time profitably during the summer by identifying community resources, expanding employer support and conferring about ways to improve the program. They also do some preliminary assessment and orientation work with incoming students to save time at the beginning of the school year. The added burdens of developing a new program and participating in demonstration and training have also contributed to the need for year-round work.

Other special personnel costs to be determined by each program will vary according to available funds, negotiations and policies set by the program's governing board. These usually include provisions for merit or cost-of-living salary increases, possibilities for special inservice training and so forth.

Agreements for Special Staff

If the program offers students program-sponsored transportation similar to that offered by (CE)$_2$, a van driver will have to be hired for the school year. The (CE)$_2$ driver is paid by the hour, and the hours worked vary from a minimum of two per day to a maximum of eight. The program provides no sick leave coverage or personnel benefits to this employee, with the exception of coverage under the State Accident Insurance Fund (SAIF). (See Item 11, page 115, for additional discussion of insurance coverage.)

A full-time driver might be necessary for programs located in suburban or rural areas. If the program is set up in a metropolitan area, public transit may be more cost effective. (See Item 16, page 130, for additional details about transportation options.)

Tutors (both volunteer and paid) are utilized in the EBCE program to help students in Basic Skills areas such as mathematics and reading or to provide instruction in a project activity in a Life Skills area. $(CE)_2$ often pays the tutors who are helping in Basic Skills.

Transportation

In addition to the cost of hiring a van driver, other costs would be added to the program if program-sponsored transportation is planned. $(CE)_2$ leases a van on contract from a local automobile dealership and also insures the van and driver. Students driving to employer sites are reimbursed for their gasoline (see Item 18, page 134, for reimbursement rates), and students using public transit are provided with student passes and bus tickets.

Facility

The choice of facility for the learning center will naturally affect program costs, and such factors as rent, utilities and custodial service should be considered in weighing the various choices for program location. (See Item 14, page 124, for a full discussion of the options for location of a learning center.)

$(CE)_2$ rents its program space in a business office complex in the community, but the rent includes payment for utilities and janitorial services.

Special Student Costs

The individualized nature of the EBCE program results in some miscellaneous student-related expenses, such as tuition for students who ask to take classes at the local community college. These costs may either be borne by individual students or absorbed by the program.

Another student-related expense may be incurred if students are sent to employer sites that require special gear or clothing, especially for health and safety reasons. The program may have to authorize the purchase of hard hats, uniforms and so forth.

Programs might also need to provide food service for students, although this has not been a budgeted item for $(CE)_2$ as students provide their own lunches and have program approval to eat in the community and at employer sites.

Printing and Duplicating

EBCE uses a variety of program-specific forms and materials to deliver its individualized learning program and record student progress. (See Item 10, page 114, for a list of basic items that need to be reproduced.) The cost of printing and/or duplicating these items must be figured into the budget.

Data Processing

Data processing may be another budget item to consider. In Oregon, the computerized Career Information System is a helpful resource for $(CE)_2$ students. The program also uses its computer terminal for Basic Skills drills and exercises, giving students experience in using a computer in their educational program. The costs of computer time, leasing the terminal and providing paper and materials have to be considered in budget planning.

Special Management Costs

Oregon's State Department of Education recommended an independent audit in its guidelines for experimental and pilot programs. It is wise to include an annual audit in planning--especially for a separately governed program--because it provides protection for the program's administrator and governing board. The audit is also useful in preparing a variety of necessary financial reports.

Programs operated separately from a school system might consider obtaining the support of a larger educational agency to act as fiscal agent. In such a case, a fiscal management fee would be negotiated and charged to the program.

If the program is part of the regular school district operation, existing district insurance may be adequate to cover program operations. If the coverage is not considered adequate, the cost of revisions or additions to the present district policy should be included as a budget item for the EBCE program. (See Item 11, page 115, for a description of EBCE insurance needs.)

Meetings and Other Special Expenses

Several regular meetings and activities incur expenses throughout the year. These include development sessions held regularly for employer instructors, student recruitment activities (for example, parent open house), seminars held periodically at the learning center for students and employers and any other regular meetings, such as a monthly meeting of the governing board.

Provisions should also be made for reimbursement for travel and meals to support the community- and employer-based activities of some staff members. It is more cost-effective and productive to move certain staff members around in the community to attend meetings and visit employers at the convenience of the employers' schedules than to ask busy employers and community resource people to meet at the program's learning center. At $(CE)_2$ the program administrator is reimbursed for expenses incurred in the process of meeting with community members and employers. The employer relations specialists are also reimbursed for expenses incurred for meals and local travel necessitated by site recruitment activities, and staff members traveling locally on program-related business are compensated.

The payment of stipends may also be a consideration for EBCE programs. The $(CE)_2$ program, being governed by its own board of directors, provides board members with a small stipend ($25) to attend meetings throughout the year. The program also offers stipends to employers attending the employer instructor development sessions scheduled periodically during the year, and to resource people from the community who agree to participate in employer seminars for the students. These practices, however, are under review and may be discontinued.

3

Establish budget categories

Each EBCE program will set up its budget in accord with its specific fiscal management/accounting system, and line item categories will be determined by that system. However, as illustrated by the following chart, EBCE budget plans should provide for some special items. The chart lists

1. standard budget items (for example, salaries)
2. provisions that should be made part of EBCE budgets because of their relevance to specific program activities (for example, insurance premiums)
3. optional provisions that result from particular management decisions (for example, program-sponsored transportation)

BUDGET ITEM BREAKDOWN FOR EBCE

Standard Budget Items	Provisions Needed in an EBCE Budget	Optional Provisions for an EBCE Budget
Personnel salaries and benefits	Extended contracts (10½-12 months) usually have to be considered for at least some staff (for example, program administrator)	Van driver's salary Cost of living and/or merit pay increases
Travel and transportation Staff Student	Staff and student reimbursement for program-related transportation (mileage to and from employer/community sites)	Additional transportation assistance for students (van, bus tickets) Program-related mileage reimbursement for tutors
Postage	Mailings to governing/ advisory board, parents, employer instructors	
Facility and equipment Rental Maintenance		
Telephone and utilities		
Supplies and materials Office Other	Consumable supplies for office and instructional purposes; print and audiovisual materials for learning resources	
Printing/duplication	EBCE requires a variety of program-specific forms and materials	
Data processing		Computer time, terminal and supplies (paper)
Subcontracts and agreements	Insurance premiums Independent audit expenses Tutor and other special service fees	Management fee for fiscal agent
Administrative costs and other services	Reimbursement to employer relations specialist/ program administrator for meals, other expenses incurred in meeting with employer/community representatives Meetings and related expenses (employer instructor training sessions, seminars, student retreat) Miscellaneous student-related expenses (tuition at community colleges, health/safety gear)	Stipends if the governing or advisory board members are reimbursed for attending meetings

4

Finalize budget, gain approval from governing body and establish cash flow

Central to the budgeting process is the need to reconcile projections, staff recommendations and desired line item provisions with actual funds available. A tight budget may necessitate staff conferences to discuss individual budget items and program needs, with various staff members contributing cost information about portions of the program that affect their work. The program administrator will coordinate staff suggestions and compile final budget figures.

When the budget is finalized, it will be presented to the program's governing board for approval. After the budget is approved and funds allocated to the program, a cash flow must be established to enable the program to begin to draw on funds for expenses.

Financial Reports

5

Identify audiences needing financial reports

The major audiences for EBCE financial reports include the program's governing body and funding sources. Tax reporting for EBCE operated by a school district will be the same as for any other school program, but a program operated as a private, nonprofit corporation like $(CE)_2$ would have to report its financial matters directly to federal, state and local taxing agencies.

Governing Body

The program's governing body, whether a school board or a corporate board of directors, must have complete financial records available and explained to members at regular intervals. A private, nonprofit corporation is legally required to maintain complete financial records and keep them open to its board of directors.

Funding Sources

The sources that provide the program's funding base should receive a financial report describing how their money is spent. If a school district delivers a per-pupil amount to the program, the district should receive a report on its money, even though other agencies may be funding portions of the budget. If taxpayers are supporting the program as part of regular district operations, EBCE information should be included in any district financial reporting to the public.

6

Develop procedures to meet financial reporting needs

Governing Body

(CE)$_2$ prepares monthly financial statements for its board, as well as a yearly report summarizing the information collected by its independent auditor. An arrangement was made between the program and its fiscal agent to prepare statements of operational expenditures that the program assistant sends to board members prior to each monthly meeting (see sample on facing page).

The financial statement indicates budget items in relation to (a) expenditures in each category as of the date of the statement, (b) expenditures allowed in the original budget and (c) the remaining budget balance.

Funding Sources

If the program relies on several funding sources, an annual report showing total revenue and expenditures is advisable. Such reports should reflect income and expenditures of funds from each contributor. Statistics can be supplied by the program's fiscal agent or business office.

Taxing Agencies

As noted earlier, EBCE requires no special tax reporting considerations if set up as part of a school district. On the other hand, if the program operates outside the regular school system as a nonprofit corporation like (CE)$_2$, application for nonprofit status and tax exemption can be made from the Internal Revenue Service (IRS) by filling out Forms 1023 and 872-C, required in the IRS Application for Recognition of Exemption. Application for exempt status should be made as early as possible. The program administrator should make a personal visit to the local IRS office to clarify the purposes and organization of the program and avoid any misunderstandings that might slow down the approval process, which will take several months.

The employees of the program (individual staff members) will have to pay income taxes regardless of tax-exempt status, and the IRS requires that several sample forms be filled out by the employer. Circular E for nonprofit corporations, available from the local IRS office, contains tables for computing the amount to be withheld from each employee.

Tax-exempt organizations with gross receipts of over $5,000 will file IRS Form 990 by April 15 of each year.

States like Oregon, with their own income tax requirements, will require a separate state income tax form. In Oregon, organizations gaining tax-exempt status on the federal level can submit an Annual Report for Charitable Organizations. With this report, the State of Oregon requires Federal Form 990 and attachments, an audit report from an independent auditing firm and a filing fee of $100.

$(CE)_2$ MONTHLY FINANCIAL STATEMENT

SAMPLE

	Total Expended	Original Budget	Remaining Budget Balance
Personnel Compensation			
Salaries			
Part-time Employees			
Tutors			
Personnel Benefits			
Travel and Transportation			
Staff			
Consultants			
Other			
Postage			
Facility Rental			
Equipment Rental			
Telephone			
Printing and Duplication			
Subcontracts and Agreements			
Conference Expenses			
Other Services			
Legal			
Maintenance Agreements			
Supplies			
Office Supplies			
Printed Materials			
Other Supplies			
Miscellaneous Expenses			
Program Equipment			
Office Equipment			
TOTAL			

7

Prepare and submit financial reports

The primary staff member involved in preparing and presenting financial reports is the program administrator. The program's business officer (for example, from a school district business office) or fiscal agent provides necessary financial information. Information compiled by independent auditors hired by the program may also be used.

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Fiscal and Office Procedures

8

Develop and implement fiscal procedures in accordance with accounting system

FISCAL AGENT'S ROLE

EBCE programs operated within school systems will have fiscal services performed for them by the school district's business office. Programs operated separately from a school district, however, may either have to manage fiscal matters internally or may contract with a larger agency--the school district itself or a third party--to serve as fiscal agent and handle the majority of the program's financial business.

$(CE)_2$'s Experiences

After its establishment, the $(CE)_2$ corporation contracted with the Northwest Regional Educational Laboratory (NWREL) to provide fiscal management services, although the program had its own budget, bank account, checking account and purchase order system. $(CE)_2$ now also issues its own payroll checks, although NWREL continues to provide accounting services, including tax reporting and computation of payroll and staff benefits.

PAYROLL PROCEDURES

$(CE)_2$ established its payroll procedures to be compatible with those of its fiscal agent, the Northwest Laboratory. Staff on regular yearly salary are paid on the last working day of each month. Hourly, part-time, tutors and other temporary help are paid monthly, based on the number of hours worked as indicated on their time sheets.

Time sheets are collected twice monthly, signed by the program administrator and forwarded to the fiscal agent. Tutor time sheets are collected and summarized by the learning resource specialist, and time sheets for the van driver and support staff are collected and summarized by the program assistant.

BANK ACCOUNTS

Monies for the operation of $(CE)_2$ are distributed into two separate bank accounts:

1. an operations account carrying a balance adequate to cover projected expenditures for a stated period of time

2. a personnel account carrying a balance of $1,000 after salaries are paid

The operations account is used for expenses and purchases related to supplies, educational and operational materials, reimbursement for staff travel and personal auto operation expenses, reimbursement for staff out-of-pocket expenses, reimbursement for student travel expenses and all other program support purchases for amounts over $10 (the limit set for the program's petty cash account).

The program administrator is permitted by the $(CE)_2$ board to make monthly expenditures up to $2,500, with items in excess of $2,500 subject to the approval of the board's executive committee.

The personnel account is used only for meeting the program's payroll.

PETTY CASH ACCOUNT

The $(CE)_2$ program assistant administers a petty cash account at the learning center. Petty cash purchases are not to exceed $10. All petty cash requests are given to the program assistant. If students are requesting petty cash, a staff signature must accompany the request. Staff or students requesting petty cash sign a voucher for the amount received. A receipt, invoice or other backup evidence must be submitted for each petty cash purchase. Any difference between a petty cash advance and the amount of the actual purchase is resolved on the basis of such receipts.

INVENTORY AND PURCHASING PROCEDURES

The following procedures were set up by $(CE)_2$ to handle purchases by program staff:

1. Major purchases are made by quotation (two or three estimates or quotations are obtained for any item not specified by name in the program budget and for any expenditures of more than $2,500). General Services Administration (federal purchasing agency) pricing is used whenever possible for purchases over $100.

2. Purchase orders are typed by the program assistant and signed by the program administrator. The original is sent to the company and the program's copies are filed. When the invoice comes in from the company, it is checked for accuracy, payment is made by check and the transaction is recorded.

3. General office supplies are purchased from local business firms or other selected vendors on purchase order forms.

The program's inventory is controlled by the program assistant and the learning aide. Students and staff obtain supplies by requesting them from these two staff members.

REIMBURSEMENTS

The $(CE)_2$ program administrator and employer relations specialists are reimbursed for expenses incurred with members of the community, especially employers (for example, lunches involving program-related business) and expenses incurred by using personal automobiles to travel in the community on program-related business. All staff receive travel reimbursement for personal car travel on program-related business.

Expenses under $10 are covered by the petty cash account, and expenses over $10 are reimbursed from the operations account. The following procedures are used to make a claim for reimbursement of expenses:

1. Reimbursement forms are turned in to the program assistant.

2. The program assistant obtains the program administrator's signature for amounts over $25.

3. Expenses are reimbursed either by check from the operations account or from petty cash.

4. One copy of the claim is filed and one copy is returned to the staff member requesting reimbursement.

$(CE)_2$ also reimburses students for their travel to employer sites and to other appointments in the community. Bus tickets on the public transit system are provided, as well as gas reimbursement for students using their own cars for car pools (see Item 18, page 134, for details).

9

Set up appropriate files for office records

The $(CE)_2$ program set up the following administrative files for office records.

Employer/Community Site Files

Administrative records include originals of the following documents, with copies going to the cumulative records of the employer relations specialist:

1. a Letter of Intent and Indemnity Covenant for each participating employer/community site
2. vouchers or attendance cards for payment of employer development session stipends

Personnel Files

A file is maintained for each staff member, containing

1. Letter of Agreement (equivalent of program contract)
2. copy of job application and teaching certificate
3. TB X-ray card
4. performance reviews
5. letters of recommendation and/or commendation

Program Activity Files

A file is maintained for each program event, containing

1. planning notes
2. final agendas
3. participant evaluations of the event (on standardized forms)
4. staff evaluations of the event

5. pertinent records such as the number of participants, costs incurred, quantity of materials needed and so forth

These files help provide time-saving shortcuts and consistency in program planning.

Board of Directors File

This file contains board bylaws, agendas and minutes of all meetings, attendance records, vouchers for payment of stipends and various support information regarding board members and meetings.

Business Files

The business records for $(CE)_2$ include

1. leases and agreements
2. check requests
3. expense reimbursement forms
4. petty cash requests and vouchers
5. purchase orders
6. invoices
7. copies of staff time sheets

All records having to do with disbursements of funds, bank accounts, tax records and so forth are stored in a fire file for protection.

CROSS-REFERENCES

The storage of student records, including student administrative files, is described in Item 4 of "Student Records," Student Services.

Procedures for establishing employer cumulative records are described on pages 47-49 in "Site Recruitment," Employer/ Community Resources.

10 Secure and print forms and other materials for program operation

Programs should give as much advance planning to forms and materials preparation as possible, allowing adequate lead time for the actual design and printing or duplicating processes. Forms and materials should be prepared in quantities sufficient for a program year. They should be on hand prior to fall program startup, with adequate time for staff to set up their files.

A summary of forms and materials prepared for $(CE)_2$ is provided on the following page. Forms used for routine office tasks (for example, purchase orders and expense reimbursement forms) have generally followed the format of standard business forms available in office supply stores. Program-specific forms and materials are displayed throughout the EBCE handbooks, as referenced below.

CROSS-REFERENCES

Staff-related forms are displayed in "Personnel," page 78 (Tutor Service Agreement) and page 88 (Staff Performance Review). Business-related forms are displayed on page 105 (monthly financial statement) and 131-135 (transportation).

All student-related forms recommended for an EBCE program are displayed and described in "Student Records," Student Services, *Items 9-14. The Student Handbook is reprinted in Appendix A.*

Materials used by students are discussed in Curriculum & Instruction. *See "Projects," pages 220-232; "Student Journals," pages 427-452; "Competencies," pages 349-407; "Career Exploration," pages 137-186. Predesigned projects are illustrated in Appendix A.*

Employer/Community Resources *refers to the preparation of materials for employer/community site recruitment on page 45 and for employer instructor development sessions on page 98. Forms needed for site utilization are described on pages 125-132.*

SUMMARY OF $(CE)_2$ FORMS AND MATERIALS

Site-Related Forms and ERS Records

Letter of Intent
Indemnity Covenant
Learning Site Analysis Form
Employer Card
Student Information Card
Student/Employer Instructor Contract
Maintenance Visit Record
Employer Instructor Report

Student-Related Forms

Student Application
Student Profile
Learning Style Self-Assessment
Onsite Basic Skills Assessment (optional)
Basic Skills Prescription Pad (optional)
Sign In/Out Sheets
Student Status Board cards
Student Experience Record
Weekly Time Report
Accountability Write-Up
Learning Site Utilization
Student Evaluation of Learning Site
Student Performance Review
Project Evaluation
Life Skills Project Record
Competencies Record
Skill Development Record
Zone Debriefing
Record of Student Performance
(a portfolio of several forms)

Administrative and Operations-Related Forms

Student Transportation Agreement
Student Transportation Options
Transportation Request
Student Transportation Route
Transportation Reimbursement Request
Staff Letter of Agreement
Staff Performance Review
Tutor Service Agreement
Budget forms
Monthly financial statements
Purchase orders, vouchers, receipts
Staff time sheets
Standardized forms for participant evaluations of program and events

Materials

Employer Information Packet
Employer Checklist for Explorations
Student Identification Card
Various guidelines for participants
Program descriptive materials
Student Handbook
Competencies Workbook
Student Journal Guide
Predesigned projects
Project forms
Exploration Package

(For information on individual items, see the preceding cross-references and also the Index beginning on page 283, which lists items under Business Forms, Instructional Materials, Site Forms and Student Forms.)

Insurance, Health and Safety

11 Provide adequate insurance coverage for all program participants

BASIC INSURANCE REQUIREMENTS

EBCE programs need the following basic kinds of coverage:

1. general liability to cover participating employers and students on learning sites, protecting employers from all risks, liabilities, claims or demands for personal injury or property damage
2. accident insurance to cover minor injuries to students and staff in or around the learning center
3. transportation insurance to cover students and staff enroute to program-related activities
4. personal injury protection for students at learning sites

School districts already adopting EBCE programs are generally using their existing district liability policies to provide coverage for participating employers and students at learning sites. The employers are signing Letters of Intent to participate and Indemnity Covenants are being enacted on their behalf. (See the $(CE)_2$ examples of these documents on pages 118 and 119.)

Districts are requesting parental proof of accident insurance coverage for EBCE students or asking that parents buy into the district accident insurance plan covering students in school-related activities. Existing district transportation insurance is used to cover students and staff enroute to program-related activities.

Personal injury protection for students at learning sites is provided by the student's own coverage (verified by parents), the district's coverage for students participating in school activities or through a statewide plan--Oregon's State Accident Insurance Fund (SAIF), for example, protecting students in school-related work situations.

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$(CE)_2$ INSURANCE COVERAGE

$(CE)_2$ developed an insurance plan with a private carrier. This policy was written at a special rate, and the first program year was used as the basis for building an appropriate rate schedule for an EBCE program. The $(CE)_2$ plan has the following general features.

Employers

A sizable general liability policy covers possible negligent behavior on the part of students participating in program activities at learning sites and protects employers from all risks, liabilities, claims or demands for personal injury or property damage incurred while their site participates in the program.

When employers sign Letters of Intent to host students at their places of business, Indemnity Covenants providing automatic liability coverage are enacted on their behalf (see documents displayed on the following pages). These make the $(CE)_2$ corporation liable for any accidents or injuries to employees caused by students. $(CE)_2$ sends its insurance company a quarterly list of employers active in the program.

Students and Staff

A health and accident policy on each student and staff member covers minor injuries that might take place in or around the program's learning center. Students and staff are also covered by the program's transportation insurance while enroute to any program-related activity.

In addition, State Accident Insurance Fund (SAIF) coverage for all program students is carried through the Tigard School District, which maintains SAIF coverage for the high school's cooperative work experience program. Employers do not have to provide industrial accident insurance for $(CE)_2$ students because SAIF provides personal injury protection for the students at learning sites.

$(CE)_2$ students are eligible for SAIF coverage because they are legally enrolled in the district. The $(CE)_2$ students are added to the high school's reporting roster, and $(CE)_2$ reimburses the district for cost of this coverage. (This arrangement is written into the working agreement developed between the district and $(CE)_2$, reprinted in Appendix D.)

Program and Property

The $(CE)_2$ insurance plan also includes two features unique to it as a private, nonprofit corporation.

1. A personal injury liability endorsement was purchased by the program from its private insurance carrier to protect the corporation, administrator and members of the board of directors against suit in any cases of alleged injury, false arrest, malicious prosecution, detention or imprisonment, libel, slander, defamation of character, invasion of privacy, wrongful eviction or wrongful entry.

2. In addition to the health and accident policy that covers both staff and students for minor injuries at or around the learning center, a comprehensive property insurance package was retained through $(CE)_2$'s insurance company. This property insurance includes comprehensive liability (protects the corporation, participating employers and their property) and fire (protects furniture and equipment).

LETTER OF INTENT

TO (Program and Administrator) ______________________

FROM Company: ______________________

Address: ______________________ Zip: ________

Phone: ______________________

RE Participation in Community Experiences for Career Education (CE)$_2$

Our firm will provide learning experiences for a maximum of _____ students, ages 16-18. We will have the opportunity to interview the students prior to beginning their learning period. We reserve the right to cancel our participation in this program at any time. The time the student will be with our firm will be by mutual agreement between both parties, but will not exceed five days per week or seven hours in any one day without a written waiver from the student's counselor.

We understand that students will comply with our rules as specified, will report promptly for work assignments, or will call our employer instructor if unforeseen circumstances interfere.

Our employer instructor for this program will be ______________________

______________________ ______________________

Position *Phone* *Ext.*

Time Arrangement ______________

____

Level of Student Involvement

Exploration Level ____________
Learning Level ____________
Skill Building Level ____________
Special Placement ____________
Other ____________
____

____
Signed

____
Title

____
Date

INDEMNITY COVENANT

In consideration of ______________________ (Company name) ______________________, hereinafter termed "Cooperator," consenting to participate in the pilot undertaking of COMMUNITY EXPERIENCES FOR CAREER EDUCATION $(CE)_2$, INC., an Oregon corporation, hereinafter termed $(CE)_2$, whereby high school level trainees in the work experience program will be assigned to Cooperator's activity, $(CE)_2$ does hereby covenant and agree to save, hold harmless and indemnify Cooperator for and from any amounts that Cooperator shall be obliged to pay pursuant to decree or judgment of any court of competent jurisdiction, arising by reason of Cooperator's participation in such work experience program, including, but not limited to

(a) Claims or demands for wages or compensation for personal services rendered by trainees in the program

(b) Damages due to injury to the person or property of trainees in the program

(c) Reasonable attorney's fees incurred in defending against or opposing claims or demands of trainees and court costs allowed

That $(CE)_2$ shall and does hereby bind itself to obtain, keep and maintain and pay the premium for personal injury and property damage insurance coverage in a company regularly doing business in the State of Oregon, with limits of not less than $__________ each person, $__________ each occurrence and $__________ property damage, with respect to any and all risks included within the purview of Paragraph (1) hereof, and shall cause to have the Cooperator named as co-insured thereunder and $(CE)_2$ shall promptly furnish to Cooperator a certificate of such insurer conforming hereto.

$(CE)_2$ represents that all trainee participants in the work experience pilot program are enrolled as students of School District No. 23J, Washington and Clackamas Counties (Tigard), Oregon, and that coverage will be provided through the State Accident Insurance Fund pursuant to the revisions of Section 656.033 Oregon Revised Statutes.

This indemnity covenant is executed this _____ day of __________, 19 ___ pursuant to resolution of its Board of Directors by its duly authorized undersigned officers.

COMMUNITY EXPERIENCES FOR CAREER EDUCATION $(CE)_2$, INC.

By: __________________________ Chairman

By: __________________________ Secretary

STATE OF OREGON)
)ss.
County of Washington)

On this _____ day of __________, 19 ___, personally appeared ____________________ ________________________ and ________________________ who, being duly sworn, did say that they are the Chairman and Secretary respectively of COMMUNITY EXPERIENCES FOR CAREER EDUCATION $(CE)_2$, INC., the within named corporation, and that said instrument was executed in behalf of said corporation by authority of its Board of Directors, and each of said officers acknowledged said instrument to be the voluntary act and deed of said corporation.

Before me:

____
Notary Public for Oregon
My Commission expires: ______________

12

Satisfy health and safety requirements at employer/community sites and learning center

Learning center facilities should be carefully designed to meet all state, county and city health requirements and fire codes.

In the career environment, students must follow the same health and safety rules that govern employees at the site they are visiting. To insure student safety on job sites, $(CE)_2$ decided to purchase any special safety or health gear required for student performance at an employer site. Such gear might include goggles, welding outfits, hard hats or safety shoes.

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Facility

13

Identify major purposes of learning center

The EBCE learning center serves primarily as a "home base" for supporting student activities in the community. The center also provides services to the employers and other community individuals who work with students.

Center for Negotiating Learning Plans

EBCE staff and students need a central place where they can negotiate learning plans and work together to manage the learning process. The space should provide a pleasant, relaxed atmosphere that is conducive to independent study. It should also provide private offices or cubicles for professional staff members.

Clearinghouse for Instructional Materials

A learning center should provide ready access to the resources (people and materials) necessary to support student learning and should serve as a clearinghouse for student career environment activities. Students need information in addition to what they get from their involvement with the world of work, and instructional materials should be provided at the center as supplementary data to fulfill needs for skills or knowledge that are not met in any other way. The learning center should provide only those resources that are either unavailable or insufficiently present in the community, however. Students should learn in a real world setting as much as possible, and the center should give them the information they need to find resources in the community.

A Gathering Place

Employers, parents, school district personnel, students and other members of the community may come together at the center to solve mutual EBCE problems, plan activities, tutor students, exchange information and generally keep in touch with each other. Employers and community people can benefit from being able to meet at the "hub" of program activities; they become even more personally involved in the life of the program than their site participation allows.

A Management Center

The board of directors or advisory board will use the learning center as a place for its meetings; location of the program administrator's office at the learning center will help keep administration "close to the action."

A Communications Center

The learning center can serve as the central location for posting and announcing current and relevant local career and community events and activities for the benefit of program students, staff and others.

A Demonstration/Training Center

The learning center could also serve as a central training center to inform the school district and others about the EBCE program and to train interested staff in EBCE concepts.

14

Assess available sites and select facility

SPACE AND DESIGN CONSIDERATIONS

When considering various options for location of the learning center, consider the following space recommendations, based on $(CE)_2$'s experience:

Indispensable

These areas are necessary for any EBCE program:

1. work/study area for students
2. conference/meeting space
3. professional staff offices
4. support staff offices or work areas
5. student lockers or cubicles
6. storage space
7. learning support center to house program materials and media

Important

The following areas aid program operations:

1. quiet area
2. sign in and out area
3. reception area
4. bulletin boards, including space for Student Status Board

Supplementary

The following areas are useful, if they can reasonably be included:

1. lounge/eating area (an informal gathering place)
2. teletype/computer room
3. film viewing area
4. large group space in addition to conference area

HOUSING THE CENTER ON CAMPUS

EBCE programs can be housed on a high school campus, but an attempt should be made to provide a "home base" for participating students separate from the regular high school classes. Since student learning activities are mostly diversified among community and employer sites, the program's learning center should give staff and students a sense of togetherness.

EBCE programs housed on campus will also have to reconcile any differences between provisions for their students and staff and procedures for the high school at large. Potential differences could include the following:

1. Traffic on and off the campus: Many schools maintain a closed campus during school hours. The flexible schedules and off-campus appointments of EBCE students, as well as the number of adults who may be coming and going (for example, visitors, employers, competency certifiers) may conflict with school policy.

2. Differences in staff roles and expectations: EBCE staff roles will differ from those of the faculty of the traditional high school. The employer relations specialist, for example, will spend much of the time away from the learning center. The different activities of the EBCE staff could cause internal problems if not understood by the high school staff.

3. Smoking attitudes: $(CE)_2$ staff members believe that the learning center should be a realistic reflection of a work place. Since students spend a large part of each day on employer sites where smoking may be commonplace, $(CE)_2$ permits smoking in the lounge area of the center. Such a provision might or might not be allowed in a learning center located within a high school.

LOCATING THE CENTER OFF CAMPUS

$(CE)_2$ was committed to locating its learning center in the community, and the program explored the possibilities of remodeling a house, utilizing a storefront or acquiring professional quarters. Some types of "found space" were avoided because it seemed important that career education not be relegated to a basement-like atmosphere, although other programs may be equally committed to locating in "found space."

As each alternative was examined, suggestions were sought from parents and community members. The remodeled house idea was rejected basically because it might project a less-organized, free school image. In addition, a great deal of remodeling would be necessary to obtain the business-like appearance that planners felt would enhance relationships between the program and employer and community groups, and parents wanted to locate the center in a clean, modern facility.

The storefront notion was favorable because of the program's association with the business community. It was discovered, however, that most leases covered too long a period, required too high a rent and sometimes required that a percentage of profits be returned. Since $(CE)_2$ operated as a nonprofit corporation, this last requirement made a storefront option out of the question.

In looking at professional quarters, several factors dictated the final choice of locating the program within the Tualatin Valley Professional Center. These factors are summarized below.

Proximity to Tigard High School

Tigard High School supplies the pool of students from which $(CE)_2$ students are drawn. $(CE)_2$ students are legally enrolled in the high school and may participate in many of its activities--classes, sports, cafeteria, entertainment and so forth. Many $(CE)_2$ students ride school buses to the school, where they are picked up by the $(CE)_2$ van for transportation to the learning center at the start of each day. The Tualatin Valley Professional Center is only two miles from the high school.

Proximity to King City

King City is a retirement community adjacent to the learning center site. $(CE)_2$ can draw senior citizens from this community to serve as tutors and in other special resource roles.

Location on a Major Arterial

The learning center location is on the major highway connecting Tigard with other suburban communities. This location also links the center to several freeways leading throughout the greater Portland metropolitan area.

Design Freedom

At the time the decision was made to locate $(CE)_2$ at the professional center, the office complex was still being designed. This permitted $(CE)_2$ staff and students to specify their own requirements for the center's interior (placement of walls, types of carpeting and so forth) and to guarantee that the building met current building code requirements for educational facilities.

Costs

Space at the professional center was available for approximately $5.25 per square foot, which was about $2.00 per square foot less than any other facility in the area.

Appearance

It was felt that the center, in its professional office surroundings, would project an image conducive to employer/community cooperation with program goals. By integrating physical appearance with the general life style and values of the surrounding community, the learning center would lend credibility and insure pleasing visibility to the experimental program it was to shelter. If the present facility had not been available, a house would have been rented and remodeled to present an image to which the business community and parents could relate.

Parking

The professional center provided its own parking lot and specified parking spaces in its lease arrangements. This seemed adequate to provide space for both students and staff.

THE $(CE)_2$ LEARNING CENTER

Student and staff participation in the design of the center's interior guaranteed that the spaces were arranged and decorated in a fashion suitable to $(CE)_2$ program goals. An open space design lends emphasis to the learning center's basic clearinghouse functions; isolated areas around its perimeter permit staff and students islands of quiet when solitude is necessary. Acoustical ceiling materials, carpeting, drapes and several kinds of movable space dividers help control noise within the building. Exterior noise is effectively eliminated by the building's brick construction and by the fact that it is set back some distance from the highway. Air conditioning helps make the building comfortable during the warm summer months, when the staff uses the facility for planning and developmental activities.

The size of the learning center during the first program year was approximately 2,500 square feet. Before the beginning of the second program year, the size was increased one-third (900 square feet) to accommodate increasing the number of students from 25 to 50. This extra space was intended to provide enough "breathing room" to resolve many of the space and noise problems encountered during the first year. It was discovered, however, that the additional space was not sufficient to meet the demands placed on the facility by doubling the number of students.

Activities taking place at the center also proved to be too diversified in nature and to require more interaction (and therefore "noise") than might reasonably be accommodated in the amount of open space currently built into the center's design. Experience suggests that a modified open space, making use of more glass walls to contain sound and yet convey a visual openness, would be more expedient for this type of program.

Space Allocations

The floorplan following shows the separate spaces that help differentiate the various activities occurring within the center. The program administrator's office provides an enclosed place for securing critical program records and for private discussions with students, parents and visitors. Locating the program assistant's desk in the reception area enables that person to maintain close contact with the administrator, as well as to interact with the public. The conference space serves a variety of small and medium-sized group meeting needs, including those of the program's board of directors. When the folding wall is open, it becomes an extension of the larger learning center commons space and may be used by students and staff alike for small meetings, laying out projects on the conference-sized table and so forth.

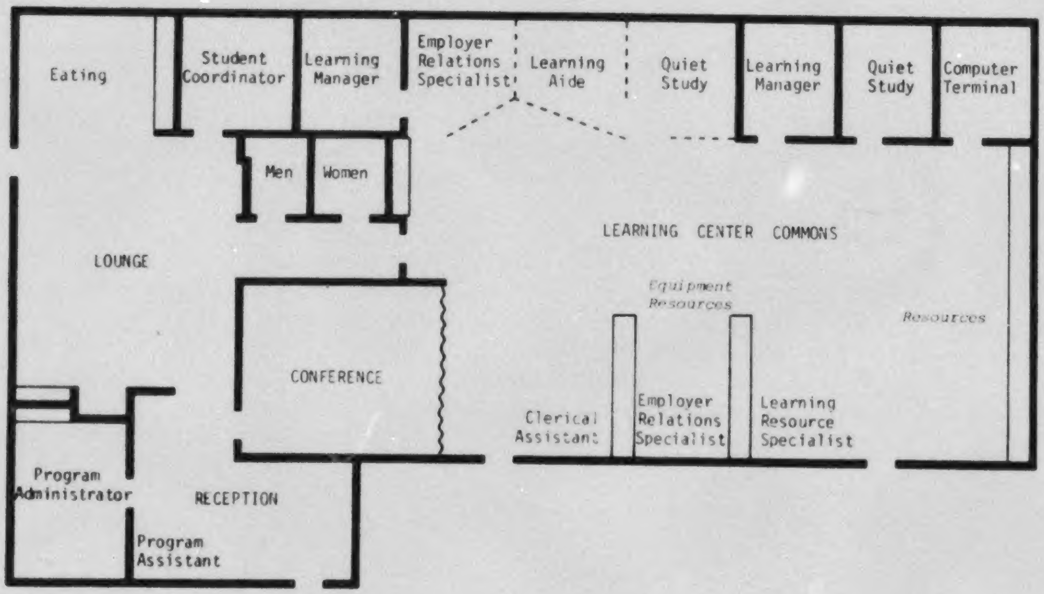
Next to the conference room is the desk of the clerical assistant. The learning aide's office also borders on the commons area. Their location keeps them in touch with most of the center and permits them to perform the many support tasks necessary to expedite student and staff activities. Two employer relations specialist offices flank either side of the commons, making them readily accessible to students and staff.

The learning center commons is a large work/study area containing study carrels as well as tables and chairs for individual and group activities. The commons also includes shelf space for each student to store belongings and a telephone message rack with a space for each student. The learning resource specialist's desk is situated at the heart of the commons. Surrounding this area are the catalogs, reference books and other instructional materials and hardware necessary to support the curriculum. Having a separate computer terminal room effectively controls the noise of the computer and also provides an additional space for quiet study when the terminal is not in use. Specific enclosures have been designated for quiet study.

Two areas used by the learning managers and the student coordinator's office complete the perimeter of the learning center commons. Several of the areas are separated visually by attractive room dividers that also serve as posting boards for announcements and so forth.

Finally, the eating and lounge areas, which attract the most "interruptive" kinds of activities, are located on the opposite end of the learning center from the commons area, where most student study takes place. Many potential noise and disturbance problems are eliminated by separating the two areas of the learning center capable of accommodating large numbers of people.

FLOORPLAN OF (CE)$_2$ LEARNING CENTER


Eating
Student Coordinator
Learning Manager
Employer Relations Specialist
Learning Aide
Quiet Study
Learning Manager
Quiet Study
Computer Terminal
Men
Women
LOUNGE
LEARNING CENTER COMMONS
Equipment Resources
Resources
CONFERENCE
Clerical Assistant
Employer Relations Specialist
Learning Resource Specialist
Program Administrator
RECEPTION
Program Assistant

Transportation

15 Assess need for student transportation

Student transportation is an important consideration for an EBCE program because students spend much of their time in the community visiting employer sites and involving themselves in community activities. Programs must provide some means for transporting students from the learning center to employer/community sites.

Transportation options must accommodate multiple student destinations and a variety of time requirements. EBCE students usually visit their employer/community sites alone, thereby necessitating a scheduling system to track many individual students' daily plans. In addition to activities at employer sites, which occur throughout the school year, individual students also make and must keep appointments at other community sites to meet competency requirements, work on projects and, in general, pursue their community-based learning plans.

If the program is located at a regular high school, a major concern will be transporting students to program-related activities after they arrive at school. The task is more complicated if the program's learning center is situated away from the regular high school. In $(CE)_2$'s case, school buses bring some students to the high school, then program-sponsored transportation moves them from the high school to the learning center in the morning and back at the end of the day.

If the program is located in a city with adequate public transit, EBCE may be able to capitalize on that system and avoid comprehensive program-operated transportation. The employer relations specialist, in particular, will have to decide the maximum geographical range for site recruitment, keeping in mind the capabilities of the student transportation system.

16

Arrange for transportation to accommodate student needs

The transportation resources of the community should be studied carefully, including available public transit (routes and schedules), possible use of school district vehicles, advantages and limitations of allowing students to use their own automobiles to travel to and from learning sites and the possibility of leasing or purchasing a van from one of the employers in the community (possibly even a program participant).

$(CE)_2$ provides seven transportation options for its students:

1. metropolitan bus systems (insured public carriers)
2. personal or family auto
3. student car pool
4. program vehicle
5. volunteer adult driver
6. school district bus
7. employer vehicle

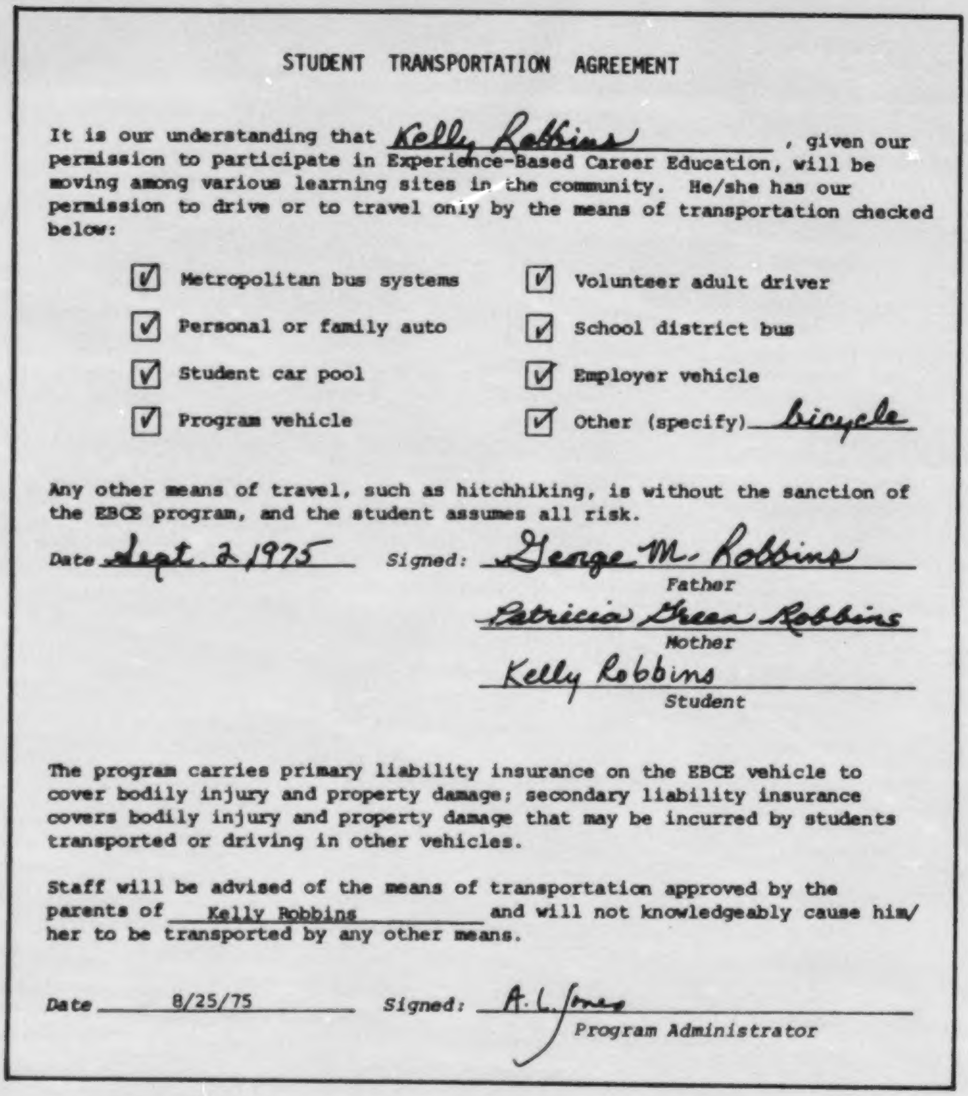
Buying or Leasing a Program-Sponsored Vehicle

Early in planning for $(CE)_2$, staff decided to lease a van to transport students from the learning center to the appropriate learning sites in the community. In practice, students have used the van more than other transportation options available to them. During the first year of program operation, the van was driven over 22,000 miles. When the number of students doubled in the second program year, the van logged close to 16,000 miles during the first quarter of the year alone.

17

Obtain parent approval for any program-sponsored transportation plan

At the beginning of each program year, $(CE)_2$ parents sign the transportation agreement form (sample below) to inform staff of the transportation options their sons or daughters may use. The form states explicitly that any means of transportation other than indicated (hitchhiking, for example) is without the sanction of the program and is undertaken at the student's own risk.



STUDENT TRANSPORTATION AGREEMENT

It is our understanding that Kelly Robbins, given our permission to participate in Experience-Based Career Education, will be moving among various learning sites in the community. He/she has our permission to drive or to travel only by the means of transportation checked below:

- ☑ Metropolitan bus systems
- ☑ Personal or family auto
- ☑ Student car pool
- ☑ Program vehicle
- ☑ Volunteer adult driver
- ☑ School district bus
- ☑ Employer vehicle
- ☑ Other (specify) bicycle

Any other means of travel, such as hitchhiking, is without the sanction of the EBCE program, and the student assumes all risk.

Date Sept. 2 1975 *Signed:* George M. Robbins
Father
Patricia Green Robbins
Mother
Kelly Robbins
Student

The program carries primary liability insurance on the EBCE vehicle to cover bodily injury and property damage; secondary liability insurance covers bodily injury and property damage that may be incurred by students transported or driving in other vehicles.

Staff will be advised of the means of transportation approved by the parents of Kelly Robbins and will not knowledgeably cause him/her to be transported by any other means.

Date 8/25/75 *Signed:* A. L. Jones
Program Administrator

The program's insurance policies (see Item 11, pages 115-119) include coverage for students while enroute to any program-related activity. Parental approval of a student's transportation options does not cause the program's liability to be waived, but it does establish that the program proceeds in a "rational and reasonable" manner in its attempts to provide for student safety. The Student Transportation Agreement may be of assistance in disproving negligence if an accident occurs and legal proceedings are brought against the program.

After receiving the parental agreement forms, $(CE)_2$ keeps track of each student's options on the form illustrated below.

STUDENT TRANSPORTATION OPTIONS

Student Name	Public Carrier	Personal/Family Auto	Student Car Pool	Program Vehicle	Volunteer Adult Driver	School District Bus	Employer Vehicle	Other (specify)	Comments
akers, Sharon	✓	✓	✓	✓	✓	✓	✓		
Donati, Steven	✓	✓		✓		✓			
Hazen, Joe	✓			✓		✓	✓		
Robbins, Kelly	✓	✓	✓	✓	✓	✓	✓	✓	bicycle

CROSS-REFERENCE

$(CE)_2$'s procedures for completing and using all transportation-related forms mentioned in this section are detailed in "Student Records," *__Student Services__*, *Item 10.*

18

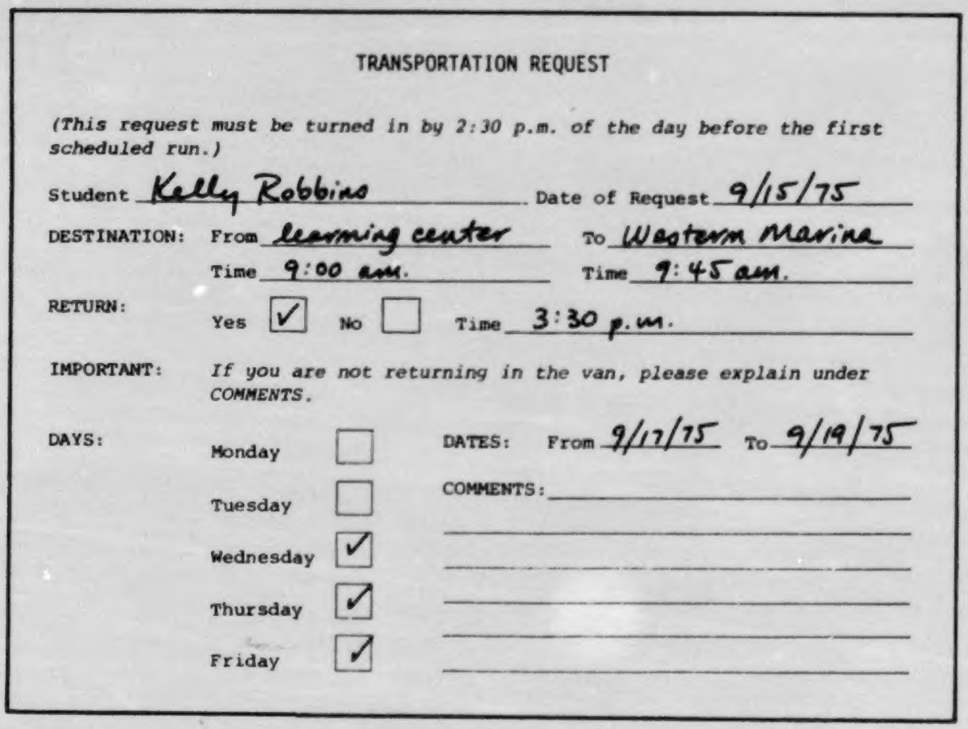
Establish procedures for coordinating the use of available transportation options

As part of the emphasis on students learning to be responsible for themselves, EBCE students are expected to plan ahead of time for their use of transportation options.

Van Transportation

At $(CE)_2$ students desiring van transportation between the center and their homes or job sites sign up in advance at the learning center by filling out a Transportation Request form (see below).

The van driver provides transportation to students and visitors and also coordinates the daily schedule to get students to sites on time and to pick them up when they are ready to leave. The driver uses the Student Transportation Route form (displayed on the following page) to keep track of student schedules.



TRANSPORTATION REQUEST

(This request must be turned in by 2:30 p.m. of the day before the first scheduled run.)

Student Kelly Robbins Date of Request 9/15/75

DESTINATION: From learning center To Western Marina

Time 9:00 am. Time 9:45 am.

RETURN: Yes ☑ No ☐ Time 3:30 p.m.

IMPORTANT: *If you are not returning in the van, please explain under COMMENTS.*

DAYS:

Monday ☐

Tuesday ☐

Wednesday ☑

Thursday ☑

Friday ☑

DATES: From 9/17/75 To 9/19/75

COMMENTS:

STUDENT TRANSPORTATION ROUTE

Date 9-17-75

PICK UP			DELIVER	
Student	Place	Time	Student	Place
Sharon, Joe,	Learning Center	AM 9:00		
Kelly, Su				
		9:15	Sharon	Business Mach., Inc.
		9:30	Joe	Hawk Aircraft
		9:45	Kelly	Western Marina
		9:50	Su	Child's World
Hal	Learning Center	10:15		
		10:30	Hal	Art Museum
film	Library	10:45		
Peter K.	Learning Center	11:00		
		11:15	Peter	Fire Dept.

Metropolitan Bus System

$(CE)_2$ students are encouraged to use the metropolitan bus system whenever they can. Students planning to use the bus receive student passes and bus tickets purchased for them by the program.

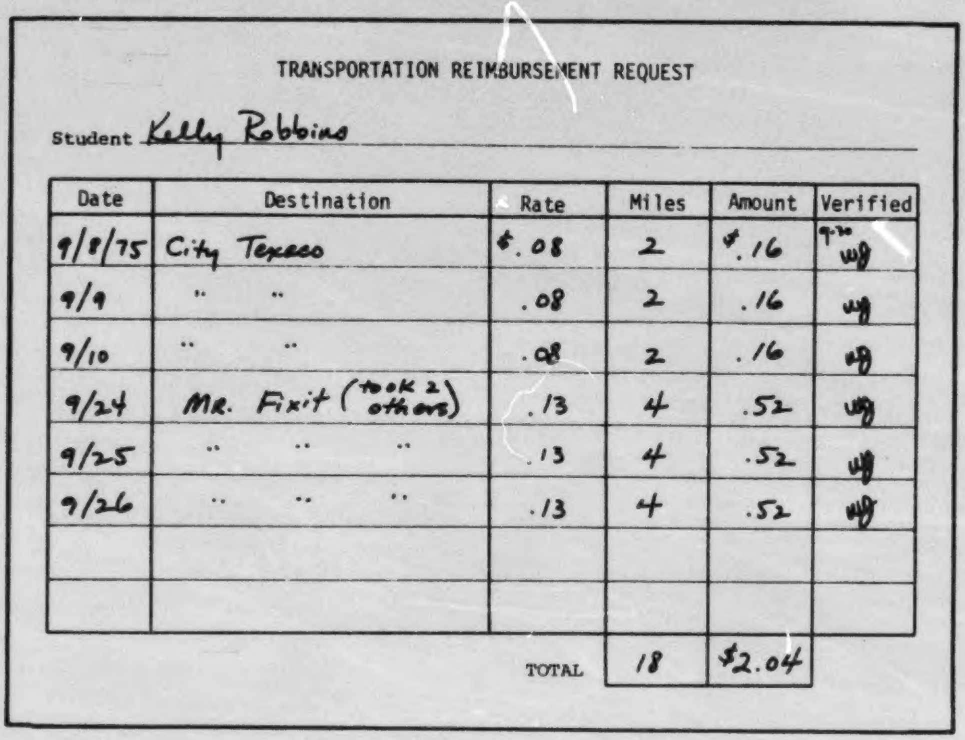
Private Transportation

$(CE)_2$ students using private transportation authorized by their parents can receive reimbursement at the following rates:

1. Students using a private car to carry at least two other students to employer/community sites--a car pool--are reimbursed at the rate of $.13 per mile.
2. Students using a private car to travel to an employer/community site alone or with only one passenger are reimbursed at the rate of $.08 per mile.

3. No mileage reimbursement is provided if a student drives to sites accessible by mass transit or the $(CE)_2$ van.

Students request reimbursement on the form below. Reimbursement is not actually given, however, until the program receives an Employer Instructor Report at the conclusion of each of the students' site experiences. These reports, completed by employer instructors, verify student attendance at sites.



TRANSPORTATION REIMBURSEMENT REQUEST

Student Kelly Robbins

Date	Destination	Rate	Miles	Amount	Verified
9/8/75	City Texaco	$.08	2	$.16	9-30 wg
9/9	" "	.08	2	.16	wg
9/10	" "	.08	2	.16	wg
9/24	Mr. Fixit (took 2 others)	.13	4	.52	wg
9/25	" " "	.13	4	.52	wg
9/26	" " "	.13	4	.52	wg
		TOTAL	18	$2.04	

CROSS-REFERENCE

The Employer Instructor Report is explained and displayed in "Student Records," *Student Services**, Item 11.*

COMMUNITY RELATIONS

COMMUNITY RELATIONS

4

Establish a system for keeping track of individuals and groups who are contacted on behalf of the program

As program planners meet with key individuals and enlist their support, they will need some procedures for keeping accurate records of their contacts and the results, noting such things as potential employer/community sites for student learning, degree of support expressed by individuals and particular questions or concerns that should be answered.

Accurate records of the community people contacted during program planning can be followed up as the program goes into operation. Followup procedures should cover

1. keeping early supporters informed about the program
2. maintaining the interest and support of groups whose approval is essential for program operation
3. involving divergent groups in the program (a faculty committee might assist in planning student recruitment, for example)

CROSS-REFERENCE

See "Site Recruitment," Employer/Community Resources, pages 16 and 52, for ways these records can assist in the identification and recruitment of learning sites once the program is approved for your district.

4. Have some descriptive material on the program that you can leave with the individual--something that can be studied later and reinforce your visit.

5. Send a followup letter after the meeting to underscore your message and open the door to further discussion.

CROSS-REFERENCES

See pages 21-23 for suggestions regarding the kinds of individuals and groups whose support is needed for program planning and implementation.

See Item 7, pages 165-166 , for additional pointers on making EBCE presentations and Item 1, pages 143 - 147, for suggestions on how to describe the program.

Strategies for meeting the information needs of specific groups are discussed in detail on pages 172-192 .

3

Introduce program to key community individuals and groups

An essential part of the EBCE planning process is introducing the concept to the various community and school groups who might participate in it or be affected by its operation. You should allow adequate time prior to board decisions to nurture community support for the program, and the planning group can play a major role in this information process (see page 19).

Small group meetings and person-to-person contact are both effective means of introducing the program to community members. Each technique can be used to advantage, depending on the audience. Introducing the program to labor leaders, for example, may involve both small group presentations and individual discussions to provide the best opportunities for people to ask questions about the program and gain the information they need.

Suggestions for Small Group Meetings

When small group meetings are arranged, you should provide participants with information on the program in advance of the meeting, if possible--a brief written definition of EBCE, for example, and a list of the points you wish to consider at the meeting. It is important during this early information-sharing to convey the fact that EBCE planning is a community endeavor, rather than the pet project of any one person or faction within the community.

Strategies for Individual Discussions

Person-to-person contact is a time-consuming but highly effective way of communicating program information, especially during the early stages of building community support for EBCE. There is no surefire method for dealing convincingly with individuals, but there are a few points to keep in mind:

1. Be brief, direct and to the point in your discussion.
2. Give the program some substance for your listener by explaining it in terms of the role that person could play in it--as employer instructor, for example.
3. Use terminology that is familiar to the individual, rather than "educationese."

can devise. High school students themselves might be involved in selecting a name; this could give them a sense of pride and ownership in the program.

LOCATION AND APPEARANCE OF THE LEARNING CENTER

The appearance of the learning center can significantly impact community attitudes toward the program. You should weigh this possibility if you are looking at alternatives for a facility in the community (for example, unused school buildings, storefronts, church basements, portable units, old houses or office settings).

When $(CE)_2$ planners were considering remodeling a house, utilizing a storefront or acquiring professional quarters for the learning center, they opted for the "professionalism" conveyed by a business and medical office setting. The appearance and atmosphere of the $(CE)_2$ learning center are considered by staff to be positive factors in helping to establish respect for the program among employers and parents.

If you are planning to operate EBCE from a high school campus, you should consider establishing a home base for the program that is separate from the regular high school classes and that reflects the community and "experience" orientation of your program. Employers and community people should be able to relate to the learning center as a comfortable meeting place and the efficient hub of the program.

Arrangements of space and furnishings, choice of furniture and attention to details like art, color and growing things can make a room less institutional. Don't underestimate the power of displays. EBCE lends itself to photographic documentation (perhaps created by students themselves). An attractive display of large black-and-white photographs of students and employer instructors can be a strong, positive statement about the program.

CROSS-REFERENCE

"Business Management," pages 124-125, discusses additional considerations relative to selecting the location of a learning center.

SELECTING A NAME AND PROGRAM "LOGO"

The term "experience-based career education" may be descriptive enough for your purposes during early program planning, but by the time your planning group begins its community survey (see pages 21-23) you should have selected a name for your particular program that both conveys its purposes and has general appeal to a variety of different audiences. A program "logo" (graphic symbol) should also be considered and used on program materials as early in planning stages as possible to give the community a tangible way of recognizing your program.

There is undoubtedly no one "perfect" name. "Experience-based career education" and the acronym EBCE both take a lot of explaining. For that reason, the Tigard project staff and students named their program Community Experiences for Career Education, shortened to $(CE)_2$. Quite frankly, $(CE)_2$ also takes a lot of explaining. Another Oregon school district version of EBCE calls itself TOTAL (Total Opportunities Through Action Learning). There are innumerable possibilities.

In selecting a name, your planning group could brainstorm some of the key concepts associated with EBCE and its development--words like

experiential learning
partnership
reality school
alternative
community classroom
off-campus
options
alliance

"Career education" is probably the most easily misinterpreted aspect of EBCE. Many community people and educators immediately think of "vocational education" and "jobs" when they hear the term. Yet career education (broadly defined) holds a high priority at the federal, state and local levels, and use of the term in your name may help you win support or at least agreement from individuals and groups cognizant of the growing emphasis on career development throughout education.

Any implication that EBCE is intended or suited only for those who want employment right after high school is inconsistent with program intent. Since you are probably trying to appeal to a broad spectrum of students, including those who will go on to higher education, you will want a name that accurately reflects program purposes.

It will not be easy to select a good name. People are tired of acronyms or names that sound gimmicky. However, your planning group (with employers, labor leaders, parents and students included) may be able to come up with a name far better than educators alone

2

Review factors that will affect your community's perceptions of EBCE

THE PEOPLE WHO REPRESENT YOU

Virtually every personal contact made on behalf of EBCE will contribute to the total image of the program in your community. The earliest people representing EBCE to community members (district planning coordinator, for example) will leave impressions that reflect on the program, and they should be aware of their impact. Furthermore, the planning group will play a critical community relations role on behalf of the program (see pages 19 and 21) and will also be discussing many details that will affect the program's identity.

Staff and students should understand that they will be representing the program to the community (including teachers and students at the high school) through their actions and attitudes. Staff especially should be aware of the value of candor in working with the community. If some aspects of the program are not working as well as could be expected, community members can be asked to help in finding solutions. This openness and willingness to listen will go a long way toward building public trust and support.

What to Look For in Program Representatives

People officially representing the program (planning group and program administrator, for example) should be credible and willing to listen to others. They should inspire the confidence of community members. They will be filling basic communications roles for the program and should be articulate, confident and capable of interacting effectively with others. They should also be open to individual differences of opinion and have an understanding and appreciation of the value system of the business community.

Program representatives should be individuals who sincerely believe in EBCE and are convinced that community members are capable of delivering student learning. They should also have a thorough understanding of EBCE concepts, as they will be on the firing line answering questions from the community and should be able to explain how an EBCE program works.

3. EBCE lets students explore options and learn from their own experiences.

4. EBCE is individualized and has systematic procedures for monitoring student growth.

5. EBCE holds students accountable for their time, performance, attitudes and actions.

CROSS-REFERENCES

Employer/Community Resources contains some specific questions asked by employers participating in the $(CE)_2$ *program and answers to those questions provided during employer instructor development sessions. See Appendix F, pages 198-200, and Appendix J, pages 224-226.*

In addition, the Program Overview packet contains a comparison of EBCE to vocational education, "new schools," action learning and work study programs. Titled "Five Educational Options," this comparison can aid you in defining EBCE and distinguishing it from other programs.

How Do You Explain the Difference Between Vocational Education and Career Education?

You can explain the broad concept of "career" as "life path" and "career education" as the organizer of lifelong learning, pointing out that good vocational education is as much a part of career education as science is a part of the total school curriculum.

How Do You Explain that EBCE Prepares Students for College?

1. EBCE's program requirements will meet state standards, and students completing the requirements will receive standard high school diplomas.

2. The $(CE)_2$ program has developed a system for recording student performance that has been reviewed by college and university registrars and accepted as an alternative to the traditional high school transcript. $(CE)_2$ students applying to colleges have had their participation in the program fully accepted as qualifying them for entrance. The $(CE)_2$ Record of Student Performance format can be adopted by any other EBCE program.

3. EBCE helps students to be self-directed, and this ability is an important "survival skill" for postsecondary education. It also helps students learn how to access resources for themselves, adapt to various situations and interact with many different adults.

4. Many people believe EBCE students are more likely to avoid false starts in college or other postsecondary training by gaining a clearer idea of career choices.

5. Prior arrangements with your local high school can ensure that EBCE students can take any classes required or desirable for college admission.

How Do You Answer Concerned Parents?

Avoid being defensive about EBCE. You could point out that

1. EBCE is a dose of reality for students, involving them in their environment and giving them the experiences of the workplace.

2. EBCE is a balanced program, delivering Life Skills and Basic Skills, as well as Career Development, and providing students with a standard high school diploma.

Employers will want to know about insurance coverage for themselves and students at their sites. They will also want to know about the program's liaison with union locals so there will be provision for cooperative negotiations if there is any question about student site placements.

When first encountering EBCE, labor representatives generally want to know the program's purpose, how it is funded, how it is governed (including the membership of its board of directors by name and organization), if it is a long-term program, the extent to which students become involved at an employer site (daily hours and total hours spent onsite to complete learning activities), whether or not students are paid for their participation, the nature and extent of employer participation and whether or not employers receive payment from EBCE or any governmental agency.

Labor officials need reassurance that EBCE is not exploiting students (engaging them in productive work without pay) or undermining or detracting from proven union-sponsored programs such as apprenticeship training. Union representatives also need to understand how EBCE students can gain "hands on" experiences within the laws and regulations governing the involvement of minors at work sites and without posing a potential threat to the job security of adult workers.

How Do You Respond to Employer and Labor Concerns?

EBCE program design itself provides positive responses to the expressed concerns of business and labor. The program is an educational alternative that not only helps meet student needs for more diverse and realistic educational experiences, but also helps meet the needs of business, industry and organized labor for better educated, qualified and satisfied employees and union members. Labor has pioneered in programs to prepare young people for employment; EBCE in no way detracts from that leadership but adds a new dimension to the career preparation of youth and opens another channel for school/business/labor cooperation within the public school system.

Terms like "employer instructor" and "employer/community site" need careful explaining because they can imply that the program is working only with management or that students are being employed. Neither of these is the case with EBCE; the program works with both labor and management (employer instructors are, in fact, usually workers at a site, rather than management) and students are not employed through the program (they are learning, not earning, while onsite).

QUESTIONS PEOPLE ASK

There are some basic questions asked by nearly everyone first hearing about EBCE. Your description of the program should attempt to answer questions such as these:

1. How are employers recruited? What incentives do they have for participating? Can you really recruit enough employers to meet student needs?
2. How much time must employers give to the program?
3. What is the difference between EBCE and other career education programs?
4. Is it a dropout program?
5. Can EBCE students receive high school diplomas? Do they get regular credits for taking part? Is the program acceptable to colleges and universities?
6. Do EBCE students miss out on basic skills development or academic subject matter?
7. How do students move around in the community?
8. Who will be staffing the program?

You may already have answers to many of these questions, having asked them yourself when you first learned about EBCE. The Program Overview or specific handbook sections will provide additional answers and NWREL can assist in preparing information for specific audiences.

Different groups will naturally have their own special concerns about the program, and the following observations and suggestions, based on $(CE)_2$'s experience, should help you anticipate the information needs of various audiences.

What Will Employers and Union Officials Want to Know?

Employers and union officials will probably raise questions related to the status of EBCE students as learners (not earners) at employer/community sites. They will want details on the student/employer instructor relationship and what this means for both employers and employees. They will also want to know if the program pays students during their placements at learning sites.

Introducing EBCE to Your Community

1

Determine how to describe EBCE and respond to anticipated questions and concerns

SUGGESTIONS FOR DESCRIBING THE PROGRAM

There are many ways to describe EBCE, and your emphasis should depend on your audience. EBCE could be introduced by pointing out the growing national interest in the "community as the classroom" concept, which gives students reality-based learning experiences outside the school building. You can explain the program as a way to improve the educational system by giving students an option not now available to them, making it clear that EBCE would be part of your high school curriculum and could enhance the regular school program.

An introduction to the program should emphasize what it can do for students--tapping the educational resources of the community and giving students a better understanding of themselves in relation to careers and options after high school. It should also focus on benefits the community will derive from participation in the program, emphasizing that EBCE gives community members an opportunity to become directly involved in the education of young people.

Audiences should understand the learning nature of EBCE and be given a general idea of the exploration process, the use of employer and community sites for learning and the function of projects as a learning strategy. You should also stress the comprehensive nature of the EBCE curriculum and define "career education" in the program's broad sense.

You should emphasize the program's ability to meet the needs of a broad range of students and underscore the fact that it is not an easy program (ask any $(CE)_2$ student). You should note also that it has equal appeal and benefits for both young men and young women.

One word of caution: EBCE is not a panacea for all the problems of education; it is simply one alternative for students. You should be careful not to promise more than the program can deliver.

154

page

15 Meet information and liaison needs of educational community *190*

16 Provide for ongoing evaluation of community relations efforts *193*

Steps to Follow

INTRODUCING EBCE TO YOUR COMMUNITY *page*

1 Determine how to describe EBCE and respond to anticipated questions and concerns *143*

2 Review factors that will affect your community's perceptions of EBCE *148*

3 Introduce program to key community individuals and groups *151*

4 Establish a system for keeping track of individuals and groups who are contacted on behalf of program *153*

MAINTAINING ONGOING COMMUNICATIONS

5 Establish and maintain contact with communications media *155*

6 Prepare EBCE information materials *158*

7 Provide for presentations and other participant/community interactions on a continuing basis *165*

8 Provide channels for input to program from participants and community members *168*

9 Meet information and liaison needs of governing/advisory boards and participating school district *172*

10 Meet information and liaison needs of program staff and district teachers *175*

11 Meet information and liaison needs of EBCE students and parents *179*

12 Meet information and liaison needs of students and parents in local district *183*

13 Meet information and liaison needs of business and labor *184*

14 Meet information and liaison needs of community-at-large *189*

THE PEOPLE INVOLVED

The program administrator is responsible for coordinating and managing community liaison, but staff, students and community participants will all be involved to varying degrees in community relations activities. Members of the program's governing and advisory boards will also be influential in setting the tone of EBCE's interactions with the community.

RELATIONSHIP TO OTHER PROGRAM ELEMENTS

"Program Planning & Governance" discusses steps for investigating EBCE concepts and securing approval to operate the program, whereas "Community Relations" discusses strategies for communicating program information to the public both before and after board approval to offer EBCE.

When the district board approves the program, community relations efforts channel into two related functions: (a) recruiting employer/community sites and resources for the program and (b) sharing program information with parents, students and members of the community. The Employer/Community Resources handbook is the basic reference for all aspects of employer recruitment and orientation to the program, and "Student Records" in Student Services outlines procedures for conveying specific student-related information to various audiences. "Community Relations," on the other hand, details techniques for sharing general program information with a number of different audiences.

COMMUNITY RELATIONS

Community relations for EBCE involves establishing and maintaining effective two-way communication between the program and its publics, including students, parents, employers, labor, educational institutions and the community-at-large.

WHAT EFFECTIVE COMMUNITY RELATIONS CAN DO FOR EBCE

1. generate community interest in and support for the program
2. help provide the resources needed for student learning
3. meet the information needs of program participants and the general public
4. help give participants a vested interest in program operations
5. establish ongoing communication between the program and various agencies, organizations and groups interacting with it

ASSUMPTIONS ABOUT COMMUNITY RELATIONS FOR EBCE

A community-based program by definition must generate and maintain strong community support.

The line between an EBCE program's internal and external publics keeps shifting--today's interested observer may be tomorrow's employer instructor.

Staff and students in a community-based program are highly visible to the public and, therefore, have a significant influence on the community relations of the program.

There are many strategies for generating and sustaining community interest and support; this section is intended simply as a cue sheet, making suggestions and providing examples from the $(CE)_2$ experience to help you determine your own procedures.

Maintaining Ongoing Communications

5 Establish and maintain contact with communications media

PRESS RELATIONS

The program planning coordinator should consider ways to work with communications media in the district to build public awareness of program potential and foster community involvement in planning. Effective media coverage of planning events helps to arouse interest in the program and lay the groundwork for future employer/community participation. (Keep in mind that local newspapers and radio and television stations are potential learning sites for EBCE students, too.)

The planning coordinator or district superintendent should brief local education reporters on the program before EBCE comes up for discussion at a school board meeting. This briefing should be accomplished in person or by telephone, if possible, rather than through a written release. Such personal contact brings reporters in on the ground floor of the new program and gives them background information for subsequent coverage of planning group activities and school board actions. The briefings should clarify aspects of the program that could be misinterpreted, such as the role of employer instructors and the learning nature of student involvement at employer/community sites.

Once the program is operational, a personal working relationship between program representatives and local newspaper, radio and television reporters can encourage the development of indepth features and human interest stories and help to ensure accuracy in program reporting.

Media coverage can go beyond news reporting, too. For example, a Portland television station, approached by $(CE)_2$ about the possibility of becoming a learning site, became interested enough to televise a half-hour interview on the $(CE)_2$ program.

NEWS RELEASES AND PRESS CONFERENCES

A community-wide news release on the program and outline of the planning steps (appointment of the planning group, community involvement in planning, recommendations to the school board and final board action) should be made to newspapers, radio and television in conjunction with initial school board endorsement of the concept. Followup strategies might include a press conference with key community supporters of the program to underscore community interest and launch the planning group's study.

School board approval of the program should result in news releases and coverage including (a) what the program is, (b) when it will begin, (c) who it will serve and (d) how individuals in the community can get involved. (See Appendices I and J for sample news releases used by $(CE)_2$.) Planning group members might also hold a press conference on the community input that has preceded program approval.

News releases can be used on a continuing basis to communicate specific facts about program events, participants and student experiences. Releases should be prepared on staff appointments and creation of the advisory board; upcoming program activities should be analyzed for their potential news value. Possible subjects for releases include student recruitment, beginning-of-the-year activities, employer training sessions and student success stories. News releases will not always be used by the media but can at least help to familiarize editors and reporters with the program and encourage future coverage of events.

"Tip sheets" can be used to give brief notice of upcoming activities and events that reporters might wish to cover in person. These might include, for example, an employer seminar featuring an interesting panel of community members, an EBCE student's speech to a civic group or a group student competency certification of particular interest--perhaps physical fitness or first aid.

In addition, advance copies of meeting agendas can encourage reporters to cover such events as advisory board meetings, employer instructor training sessions and community task forces (developing the competencies, for example--see pages 168-169).

ARTICLES IN COMMUNITY PUBLICATIONS

You should consider the value of articles about EBCE in school district communications to parents, including the high school newspaper (which reaches students, parents and staff) and PTA newsletters. These media provide a communication channel for announcing meetings about the program, reporting planning progress and conveying needed information on program startup and operation.

Once the program is operational, you might explore such possibilities as an insert section on your program in local newspapers--daily, weekly, or even shoppers' guides (students might be involved in preparing such a section as part of an onsite learning experience). More specific audiences can be reached through articles in specialized community newspapers (trade journals, for example) or state or regional publications interested in career education news. Local business and labor publications--for example, the inhouse publications of potential learning sites, newsletters of labor locals and Chamber of Commerce and service club bulletins--can also be valuable communication channels.

6

Prepare EBCE information materials

Materials of value for an EBCE information program include a newsletter, brochures, reports and handouts of various kinds and visual materials such as transparencies and slide/tape presentations. Items such as certificates of appreciation for participants can enhance the public relations of your program and encourage people to speak favorably of the program to others.

Materials that support program operation (such as a student handbook, employer information packet and any employer development materials) should be designed not only with their specific audiences in mind, but also with the knowledge that they may be seen by a broader public and have some impact on the program's public identity.

GENERAL GUIDELINES

The following are guidelines for the preparation of materials:

1. Information-sharing should be a continuous process using a variety of media.
2. Materials should be prepared as part of a planned information program, rather than on an impromptu basis.
3. The language of printed materials should be chosen with consideration for the audience.
4. Whenever possible, materials should be developed to communicate with more than one audience.

Whether materials are developed by program staff members themselves or with the assistance of a school district public information staff may depend on the size of the district. The assistance of others outside the program can, of course, help keep program staff energy focused on student learning. Students themselves might be involved in the preparation of program materials, if such activities interested them and fit into their learning plans.

Several basic resources are helpful in developing materials: a photo file (sources may include the photographs taken by students as part of their Exploration Packages and those used by employer/community sites in their own publications), testimonial letters from employer instructors, profiles on staff and advisory or governing board members and quotes from program participants. Staff members should collect anecdotes about special incidents and experiences and examples of student/adult interaction that illustrate the program's purposes and effectiveness. (CE)$_2$ has found uses for all of the above in various information materials.

SUGGESTED MATERIALS

Newsletter

An EBCE newsletter is one basic means of keeping a variety of audiences informed about the program. (CE)$_2$ publishes a newsletter periodically. It contains up-to-date information on students, program activities and employer/community participation and is distributed to active and inactive employers, tutors, competency certifiers, parents, board members and others who have asked to be on the mailing list. It is also used as a visitor handout, and issues have sometimes been added to the employer information packet for use during learning site recruitment.

(CE)$_2$ News is typed and printed by photo-offset at a local shop that is also a learning site for the program. The newsletter is usually one sheet, printed front and back. Photographs taken by students and staff are included whenever possible to illustrate student/adult interaction, program events, activities and so forth.

The (CE)$_2$ newsletter has included articles about site recruitment, summaries of employer development sessions, interviews with employer instructors and question-and-answer and program administrator's columns. Other programs might also consider individual staff, student and employer instructor profiles (with photos), lists of participating employers and brief reports from other EBCE sites.

(CE)$_2$ NEWSLETTER

PAT WHITING VISITS (CE)2

STUDENTS SAIL WITH THE NAVY

(CE)2 STUDENTS S

Employer seminar held

Employer orientation a hot success

An interview with Bill Lehnert

(CE)2 NEWS

Community Experiences For Career Education

Special Orientation Issue

Sixty-one students start year at (CE)$_2$

The Jerry-built corner

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Brochures, Flyers, Reports and Other Handouts

Brochures, flyers, reports and other handouts have general public relations value. They can describe the program in detail or in capsule form and give recipients something tangible to pursue at leisure or file for future reference. The extent to which materials are actually read or not will depend in large measure on the effectiveness of their design and the method and timing of distribution.

A single piece of information can be designed to serve many different audiences and for many different purposes. One good descriptive brochure, for example, can be used to introduce the program to community groups, answer inquiries by mail, aid in employer recruitment, inform district parents and recruit students.

Brochures may be more expensive to print than flyers but usually give more space for copy and photos. Brochures can become outdated rather quickly, however, if they contain specifics such as names of participating employers and staff.

Flyers can be produced as quickly and inexpensively as need dictates (a flyer format might be a good way to list participating employers, feature specific employers or provide "testimonials" from program participants, for example). Single-sheet flyers can be designed and folded in a variety of ways.

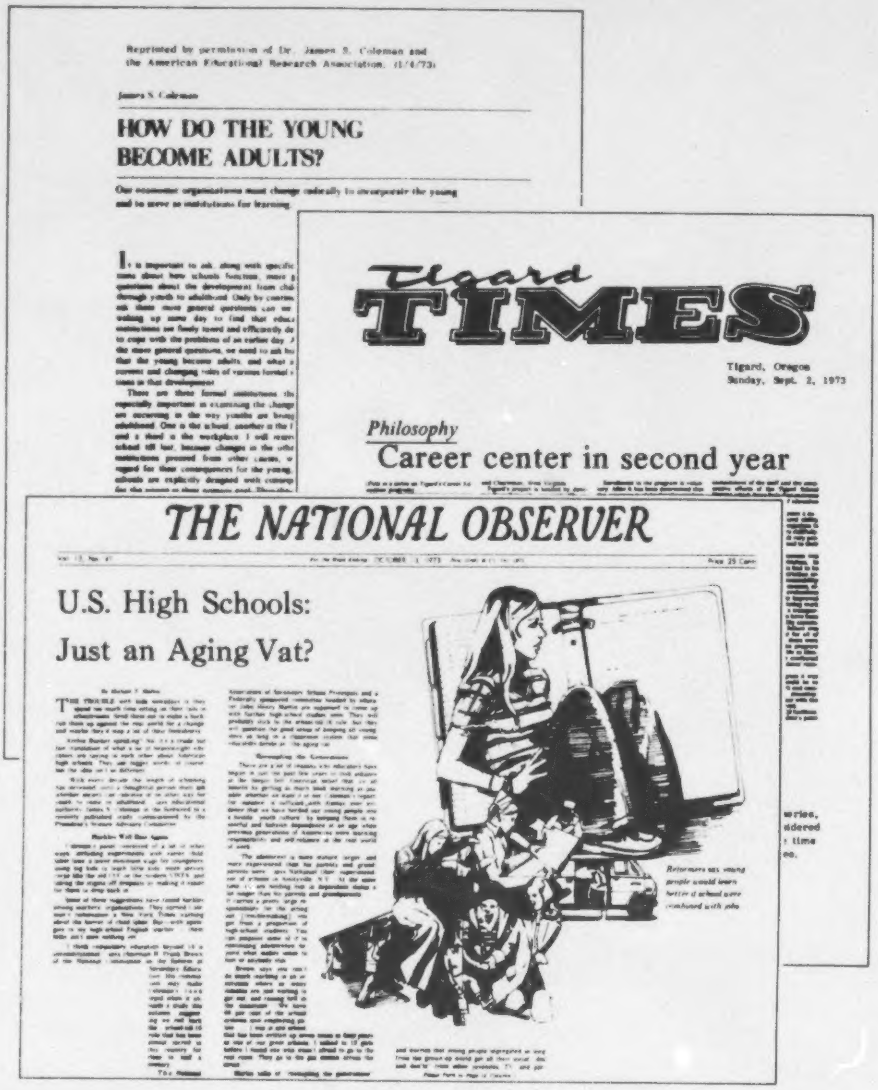
Alternatives might be developed to combine the best features of both brochures and flyers--a packet of separate sheets of program information, for example, like the EBCE Program Overview. A packet has the advantages of allowing both indepth and summary treatment of various topics, updating and revision at will and unlimited combinations of material to suit specific audiences.

Reports can give detailed, indepth information about the program but usually require more sustained attention from the reader than do brochures or flyers. The report format is useful, however, in meeting the requests of specific audiences for factual information on program accomplishments, student progress and financial matters. School district boards, state departments of education and advisory boards may require periodic program reports, for example. While such reports might be too detailed for general distribution, they could be summarized into attractive brochure or flyer formats for use as general program handouts.

Personal letters on program stationery can be an effective way of transmitting specific kinds of information to clearly defined audiences such as employers or parents. (See earlier discussion of program name and "logo" in Item 2, page 149.)

Reprints of pertinent articles from newspapers and other publications (national, regional, local) can make effective general program handouts for the minimal costs of paper and copying. Permission to reprint should be received from the sources prior to using materials, however. Such permission is usually readily given, providing a notation is added to the reprint giving credit to the source.

REPRINTS USED AS HANDOUTS BY $(CE)_2$



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James S. Coleman

HOW DO THE YOUNG BECOME ADULTS?

Tigard TIMES

Tigard, Oregon
Sunday, Sept. 2, 1973

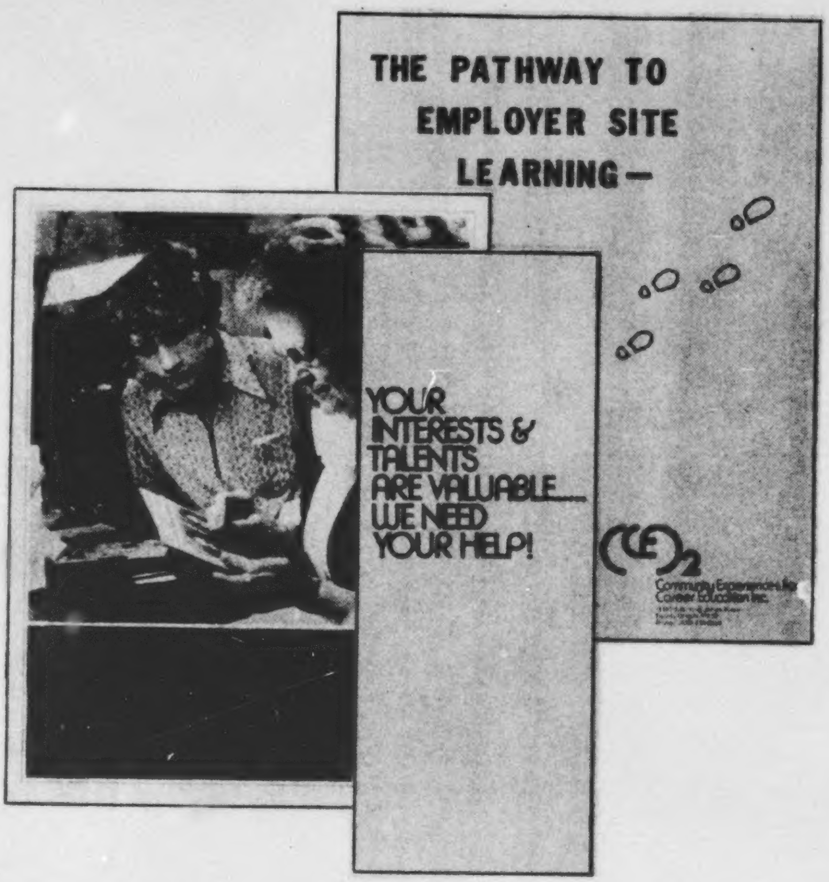
Philosophy

Career center in second year

THE NATIONAL OBSERVER

U.S. High Schools: Just an Aging Vat?

$(CE)_2$ BROCHURE AND SAMPLE FLYERS


THE PATHWAY TO
EMPLOYER SITE
LEARNING—
YOUR INTERESTS & TALENTS ARE VALUABLE.... WE NEED YOUR HELP!
(CE)2
Community Experiences for Career Education Inc.

$(CE)_2$ developed a brochure (since replaced by the Program Overview packet) that became a standard program handout. When first produced, it was distributed to employers, parents and community people on the newsletter mailing list. Copies were available at the learning center for visitors, and it was included in the employer information packet used during site recruitment.

$(CE)_2$ developed a "Pathway to Employer Site Learning" as a handout to accompany presentations to visitors, employers and community members. $(CE)_2$ also produced a flyer to help recruit tutors from a retirement community near the learning center.

Visual Materials

Visuals add interest to any presentation and can help clarify program details. EBCE involves unique terminology and processes of adult/student interaction that may be difficult to absorb without illustration.

A variety of visual techniques are available, from photographs and slides to overhead transparencies, flip charts and displays. Photographs lend themselves to displays, as well as use in publications. Slides, films and videotapes lend themselves to large and small group presentations, as do flip charts, transparencies and overlays. Attractive display boards can serve a number of purposes, from permanent displays at the learning center or in the high school to portable displays at community gatherings and meetings of educational groups.

Videotape equipment can be used for the program (videotaping students engaged in the various learning strategies as a way of illustrating these to visitors, for example). The $(CE)_2$ staff used videotape to simulate several different student/employer instructor interactions for one of the employer development sessions, and the tape served as the catalyst for a group discussion of effective ways of relating to students.

One rather unique visual developed by $(CE)_2$ is the "chicken box," which has been used to help explain program basics in situations ranging from employer orientation sessions to general community presentations. A "chicken box" is simply a series of boxes nested together, the largest (box lunch size) representing the broad EBCE concept, a middle-sized box representing the $(CE)_2$ program and three small, equal-sized boxes representing the three curriculum components (Life Skills, Basic Skills, Career Development). Inside the three small boxes are cards listing the learning outcomes for each component. "Chicken boxes" are distributed as a hands-on device to accompany a "talk through" of program concepts.

CROSS-REFERENCE

A sample "Pathway to Employer Site Learning" handout is displayed in Appendix H of Employer/Community Resources.

7

Provide for presentations and other participant/community interactions on a continuing basis

Program administrators should involve participants as much as possible in representing the program to others. Students, parents and participating employers can share their personal experiences and program perspectives with audiences and visitors. Staff should be encouraged to become active members of community organizations as a means of familiarizing the public with the program and becoming acquainted with potential employers, tutors, competency certifiers and seminar leaders (the (CE)$_2$ corporation itself is a member of the local Chamber of Commerce).

PRESENTATIONS AND SPEAKING ENGAGEMENTS

Business and professional groups, civic and service clubs, parent-teacher and church groups all welcome presentations that are well-paced, interesting and to-the-point. Presentations can also be made to employee and management groups at employer sites.

(CE)$_2$ staff have tried to meet all requests for presentations. They frequently spend noon hours and evenings appearing before groups such as the high school PTA, Chamber of Commerce, Rotary, Kiwanis, Optimists and Lions. They have also been available for inservice programs for teachers and administrators.

Staff members may address such groups alone, but (CE)$_2$ has found that presentations are greatly enhanced by the inclusion of students, parents and participating employers who provide valuable evidence that the program can and does work.

The following pointers might be helpful in planning presentations:

1. Consider ways to involve the audience in a presentation, perhaps by separating large groups into smaller ones for informal discussion.
2. Have supporting materials (see Item 6, pages 158-164) in sufficient quantity for your anticipated audience. If you are distributing more than one or two items, you may want to consider having packets of information rather than individual sheets.
3. Use visuals during the presentation to add interest and variety and aid comprehension and recall.

4. Panel discussions and role-play can be effective ways of conveying program information. A panel of student, parent, board member and employer could field questions from the audience and amplify each other's answers, or a staff member, student and employer instructor could act out the kind of interaction and negotiation that takes place between them in the course of program activities.

5. The type of meeting and time of day will influence presentations. Mealtime meetings, for example, lend themselves to brief program overviews and opportunities for students to speak about their experiences, but indepth orientations to the program are better handled in meetings addressing themselves solely to that purpose.

6. Audience evaluations are an aid to planning future meetings and give audience members an opportunity to let you know if and how they wish to be further involved in the program.

HOSTING VISITORS AND ANSWERING INQUIRIES

As an innovative program, EBCE attracts many inquiries and visitors. You should arrange to host visitors and develop descriptive materials with which to answer inquiries.

Bringing visitors to the learning center and taking them to employer/community sites lets them actually see what students are doing and talk with participants about the program. You should plan to involve students as much as possible in explaining the program and answering questions. Staff can guide visitors through their respective program responsibilities.

$(CE)_2$ found it easier to host visitors individually or in small groups than in large groups because this was less disruptive for staff and students and resulted in more personal conversation about the program. The individuals could also be taken out to learning sites (employer instructors were invited to come in to the learning center to talk to larger groups). $(CE)_2$ also found that occasionally there were times when the workload of staff and students required them to close the visitor gates temporarily.

CROSS-REFERENCES

The Program Overview contains a review of key program elements that can help in planning the content of presentations about EBCE. See also Item 1, pages 143-147, for suggestions regarding how to describe the program and the specific information some audiences may desire.

In addition, slide-tape presentations are available on request from NWREL defining EBCE and highlighting one student's experiences in the $(CE)_2$ program in Tigard, Oregon.

8

Provide channels for input to program from participants and community members

Program administrators should take the lead in determining ways to reinforce the "community" spirit of EBCE programs. This will mean, in part, providing adequate opportunities for both internal and external publics to play a role in program operations--presenting their ideas and seeing at least some of those ideas put into action. Periodic debriefing sessions with program participants--staff, students, parents and employer instructors--can yield valuable insights into program operations.

Representing all program participants on the EBCE governing or advisory board can be an easy and informal way to begin communicating with various groups--students, parents, business and labor, the community-at-large. Board members can also be valuable program advocates in the community, especially if they represent several different points of view (employers, labor leaders, parents, students).

For public involvement to work successfully, people must understand clearly at the outset exactly what kind of input they are being asked to make and who will be making the final decisions. They need to know that there are levels in the decision making process, and they also need feedback on their contributions to see that their assistance is needed and valued.

SAMPLE STRATEGIES FOR INVOLVEMENT

Task Forces

Task forces of parent, employer and community representatives can be convened for brainstorming, problem solving and providing third-party evaluations of various program details. $(CE)_2$ found a great willingness on the part of parents and employer/community representatives to volunteer their time and effort for program planning and evaluation, and the task force procedure proved to be an especially useful way of gaining citizen input to the actual design of the program.

When convening task forces or study groups, first define the task to be accomplished and then identify the individuals most suitable for that task. Personal referrals can be a useful means of identifying people outside the program to serve on task forces.

AN EXAMPLE OF COMMUNITY INVOLVEMENT: THE $(CE)_2$ COMPETENCIES TASK FORCE

Task: To brainstorm what the Tigard community would consider to be basic "survival skills" for adult life and to recommend a list of those as competencies to be required of all $(CE)_2$ students.

Members: The initial brainstorming group consisted of six parents, three employers, one labor representative, one school district representative, one student and the $(CE)_2$ staff.

Subgroups of community members with expertise in given competency areas such as banking and physical education were convened to map out the actual learning activities that would be required of students to master those areas.

Subsequent groups of employer/community representatives, students and parents were convened periodically to review the competencies so the list would be timely and as beneficial to students as possible from year to year.

Student Involvement

Students need a stake in program decision making. They have a valuable role to play in brainstorming and evaluation and can be especially helpful in planning such program details as new student orientation and a student handbook.

$(CE)_2$ has used several levels of student involvement in program planning, decision making and operations:

1. Students are represented on the $(CE)_2$ Board of Directors and can submit recommendations to the board through their representative.
2. Students have served on specific task forces to develop elements of the curriculum and to help plan student orientation.

3. The opinions of students in the program, solicited through surveys, questionnaires, interviews and debriefing sessions, have provided essential data for program evaluation (one of the purposes of the annual $(CE)_2$ staff/student retreat has been to obtain student evaluations of program features and recommendations for change).

4. Graduating seniors have been asked to critique the program (the first such critique at the close of the 1972-73 school year helped identify tasks for the staff's summer agenda of program revision); graduates have also been followed up for their perspectives on the program through questionnaires and interviews.

5. Students already in the program are frequently asked to help orient new students to program details.

6. Students have served as hosts for program visitors and have made program presentations to many different citizen and education groups.

Surveys and Questionnaires

The research nature of $(CE)_2$ required the development of various instruments to assess the attitudes and opinions of individuals coming in contact with the program. While other sites may not have as detailed an evaluation procedure as $(CE)_2$, some of these questionnaire formats may serve other programs' planning and community involvement purposes. The following list indicates some of the instruments used by $(CE)_2$ to provide feedback to the program:

1. Student Opinion Survey: assesses $(CE)_2$ students' attitudes toward work, the EBCE program and its learning outcomes and their reasons for joining the program

2. Parent Opinion Survey: assesses $(CE)_2$ parent perceptions of program strengths and weaknesses, benefits of the program to their sons or daughters and the extent of their involvement in the program

3. Employer Opinion Survey: asks employer instructors for various kinds of information including how they became involved with $(CE)_2$ and the impact of $(CE)_2$ on their company

4. Visitor Questionnaire: asks visitors how they first learned about $(CE)_2$, what they observed, their overall

impressions of the program, what aspects of the program they would like to see tried in other school districts and their desire for additional information

5. (CE)$_2$ Staff Questionnaire: asks the staff to rate the importance and perceived effectiveness of the program's learning strategies and student learning outcomes; also asks staff to give their perceptions of factors contributing to and limiting the success of the program and changes they would suggest

6. (CE)$_2$ Graduate Interview and Questionnaire: a combination telephone interview and brief questionnaire asks about the educational and/or vocational activities of (CE)$_2$ graduates and their perceptions about what they gained from the program

CROSS-REFERENCE

Sample opinion surveys and questionnaires used by (CE)$_2$ will be displayed in the Evaluation handbook.

9 Meet information and liaison needs of governing/ advisory boards and participating school district

GOVERNING AND ADVISORY BOARDS

Governing and advisory boards need a comprehensive and detailed understanding of the program to determine policies regarding

1. program management--including budget, business procedures and financial status
2. students--including entry/exit procedures, progress in the program, attendance and general welfare
3. the instructional program
4. personnel--including hiring and dismissal procedures, performance evaluations and staff development activities

Advisory boards will probably be more concerned with students and the instructional program than with personnel and management details, but their information needs are almost as broad as those of a governing board.

$(CE)_2$'s Strategies for Communicating with Its Board

At $(CE)_2$, the program administrator talks frequently with board members on an informal basis to brief them on program activities, and the board meetings themselves are a major way of sharing information. Agenda items are planned by the program administrator to give board members as complete a picture of $(CE)_2$ operations as possible as the basis for their decision making.

Information is conveyed to the board at regular meetings primarily through monthly written reports from the program administrator and supplementary verbal presentations by program participants. The administrator's monthly report covers the general status of the program, including a financial statement and an accounting of actions the administrator has taken in managing the program on the board's behalf. It is mailed to board members in advance of the once-a-month meetings.

Verbal presentations are made at board meetings by the program administrator, individual staff members and students. These presentations may be arranged by the program administrator to amplify some aspect of the monthly report (staff members explaining their work, for example, or students sharing their experiences on employer sites) or may relate to a specific request for board policymaking (students petitioning for additional representation on the board, for example, or asking for approval of a student government plan).

The $(CE)_2$ administrator also looks for ways to involve board members in the life of the program outside the context of their meetings, helping to make the organization as personal to them as possible. Meeting space is available at the learning center, for example, for the use of board members (and community groups in general), and board members are encouraged to visit the center to meet informally with staff and students over lunch.

PARTICIPATING SCHOOL DISTRICT

Channels of communication should be set up between the district and program to share information about students and program operations. School district administrators will need to know how the program is working in the community and how students are progressing in it. They should be given opportunities to observe students at learning sites in the community and to meet with employer/community participants to discuss program issues.

If the program has its own governing board, separate from the school district board, it will be necessary to establish some kind of working agreement between the program and the participating district or districts (see pages 38-39). The district might also designate an individual to serve as administrative liaison with the program and someone from the high school teaching staff to interact regularly with EBCE personnel, becoming an "expert" on the program and providing information to other district teachers. Districts planning to operate the program themselves might also find it beneficial to designate such a liaison person from the high school teaching staff.

There will be many opportunities for mutual exchange of information and assistance between the program and the district--program staff helping district staff locate community resources for other programs, for example. The transportation needs of EBCE might be coordinated with other district programs such as cooperative work experience. The district should also be aware of the need to keep EBCE staff informed about such things as inservice meetings, resources and special activities at the high school for both staff and students, particularly if the EBCE learning center is located off-campus.

Specific $(CE)_2$/Tigard School District Liaison Activities

Frequent contact has been required between $(CE)_2$ and the Tigard School District (primarily the superintendent, central office staff and high school principal) to maintain smooth two-way communication. Liaison has been largely a matter of person-to-person contact and has included regular briefings between the $(CE)_2$ administrator and district superintendent and his staff, as well as three yearly progress reports to the Tigard school board.

Since all $(CE)_2$ students receive a standard high school diploma from Tigard, the school district is kept informed of all curricular plans and policies. The $(CE)_2$ Board of Directors includes designated representatives from the district, and $(CE)_2$ has formalized its relationship with the Tigard School District through a letter of agreement that details responsibilities and procedures for meeting the specific information needs of both parties.

The $(CE)_2$ student coordinator and Tigard High School counselors work closely in exchanging student information and records, particularly at the beginning of each school year, during semester break and at the end of the year--whenever students enter the program, transfer or graduate. The student coordinator has access to the records of all students applying for the program and keeps the high school counselors informed about student progress in the program. The counselors keep the student coordinator up-to-date on commencement activities so that $(CE)_2$ graduating students have the same information as Tigard High School seniors. If there are any problems at the high school involving a $(CE)_2$ student, the high school counselors or administrators call the program administrator or student coordinator directly to work out remedial procedures.

In addition to administrative liaison activities, the Tigard School District has maintained a staff liaison person to work with $(CE)_2$. This person is a link between the high school staff and the program, keeping $(CE)_2$ briefed on high school and district activities and any questions or concerns high school staff members may have about the program.

CROSS-REFERENCES

The $(CE)_2$/Tigard School District working agreement is displayed in Appendix D.

See "Business Management," pages 103-106, for discussion of financial reports for various audiences.

10 Meet information and liaison needs of program staff and district teachers

PROGRAM STAFF

An EBCE staff generally needs the following kinds of information to perform effectively in the program:

1. orientation to the program
2. familiarity with each other's roles and tasks
3. coordination with each other on program-related activities
4. knowledge of administrative decisions that affect program operations
5. ongoing information on students and student progress

EBCE involves staff and students in so many divergent activities in and around the community that it is essential to provide some means for staff to share their schedules with each other and know students' whereabouts at all times. $(CE)_2$ has attempted to meet these needs by (a) requiring students to sign in and out of the learning center and keep staff posted on their daily activities and (b) keeping weekly calendars of staff activities. The system for keeping track of student time has been very efficient (see Student Services, Item 11, for procedures), but it has been difficult to have a system for staff calendars that could keep pace with schedule changes. Other sites may be able to resolve this in another fashion.

Staff meetings are, of course, a primary means of sharing information. At $(CE)_2$ the program administrator generally suggests and posts an agenda prior to each meeting; staff members then add items they wish to discuss. Staff meetings also include detailed discussions of individual students' progress throughout the program year.

Staff retreats can also play an important role in program interactions. $(CE)_2$ has usually held one staff/student retreat in the fall of each year and a staff retreat later in the year. These two- or three-day sessions away from the learning center have helped to generate a spirit of "community" for the program.

DISTRICT TEACHERS

The district teaching staff's attitudes toward and opinions about EBCE will have an influence on public opinion, district acceptance and student and parent attitudes and interest in the program. A positive opinion of the program among principals, teachers and counselors helps students feel confident in selecting EBCE as an alternative.

What Teachers Want to Know About EBCE

District teachers need clarification of any differences in provisions for EBCE staff concerning working hours (if the program day differs from the regular school day), compensation, extended contract time and so forth. They will want to know why students move on and off campus (if the learning center is located in the high school). They will also need clarification if exceptions to existing rules are made for EBCE students (permission to smoke in the learning center, for example).

Teachers will evaluate EBCE in terms of (a) student outcomes and (b) the program's impact on the community. EBCE administrators should keep local teachers informed about program developments and student progress through faculty meeting presentations and staff and program newsletters, as well as articles in local newspapers and other general community-directed media. It should be noted, however, that teacher perceptions of the program will be acquired as much through observations of students in the program and association with program staff as from informational meetings and printed materials.

Guidance personnel should have a good understanding of the program to speak knowledgeably of it to students, and the entire faculty should be aware of the student recruitment schedule.

When describing EBCE to teachers, emphasize that the program helps meet student needs not met in the general educational system, rather than leveling criticisms at the local district. Point out that EBCE is one alternative among many for students, and that it can flourish side-by-side with traditional classroom education. EBCE should not be "defended" to district teachers but should be described as a complementary option for some students and staff to consider.

$(CE)_2$'s Introduction to Tigard Teachers

Early in planning for $(CE)_2$, a small group of teachers from the high school (including the head of the social studies department

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and teachers associated with career education and the cooperative work experience program) were asked to meet with EBCE staff to identify teacher concerns and questions about the program. They were also asked to help plan an informational meeting for the entire high school staff and to become advocates of the program with their fellow teachers.

The program was introduced to the high school faculty at a regular afternoon staff meeting. After the meeting and throughout the following day, EBCE representatives were available in a designated room of the high school to discuss the program further with interested individuals.

There are many different ways EBCE might be introduced to a faculty, including working with small groups of teachers by departments or an afternoon workshop for teachers (with the possibility of released time). Keep in mind that meetings may be more productive in the morning than after a full day of classes and that small-group discussions are frequently more fruitful than large-group ones. Remember also three basic suggestions for any presentation--make it visual (with transparencies, slides or other techniques), hand out descriptive literature and concentrate on aspects of the program that will help to allay audience concerns.

Suggestions for Ongoing Program/Teacher Liaison

EBCE staff should give credit to local teachers whenever possible, acknowledging the pluses of EBCE students' prior educational experiences and recognizing teachers for any assistance they give to the program. They should also listen to both sides in any instances of contention or misunderstanding between EBCE students and high school teachers or administrators. In addition, EBCE staff should assist district teachers whenever feasible--locating community resources, for example, or discussing application of EBCE materials and procedures to meet teacher needs. EBCE staff can show teachers how to use program techniques in their own teaching situations.

If the program is housed in the high school, EBCE staff members should be in touch with their fellow teachers (attending formal and informal faculty activities, for example) to offset any cliquishness that might be assumed because of the intensity of an EBCE staff's work. If the program is housed separately from the high school, EBCE staff members risk being "invisible" to district teachers. This should be offset by ongoing liaison between staff members and high school teachers.

$(CE)_2$ found that interest in and support for the program grew among high school administrators and counselors as those individuals worked with program staff on various operational details. Other programs should seek ways to involve local teachers in the program without adding to their regular teaching burdens. Such involvement could include a series of visitations for high school staff to observe the program in operation. Teachers could be represented on the program's advisory board, intern at the learning center or attend summer workshops with EBCE staff and/or students.

CROSS-REFERENCES

See Appendix K for a copy of the handout used at a Tigard teachers' informational meeting on EBCE.

See "Personnel," pages 79-86, for more specifics regarding program staff orientation and interactions that are necessary to the efficient operation of the program.

The student-related information needs of program staff and $(CE)_2$*'s systems for meeting these needs are detailed in "Student Records," Student Services. See particularly Items 2 and 4.*

11

Meet information and liaison needs of EBCE students and parents

STUDENTS

Students' understanding of the program is essential for their effective participation in it. They need a thorough orientation to "house rules" and operational details of the program and a clear understanding of their rights and responsibilities. They also need systematic, ongoing feedback on their learning progress and personal growth in the program. In addition, students need channels for sharing ideas with each other and with staff, and they should have a role in program planning and decision making.

$(CE)_2$ Procedures for Meeting Student Information Needs

$(CE)_2$ students receive information about themselves and the program primarily through personal contacts with staff, employer instructors and each other. $(CE)_2$ staff try to be easily accessible to students. They place great importance on recognizing student accomplishments--sending post cards home to acknowledge successful projects or activities, congratulating students when they complete specified program tasks and looking for daily opportunities to help students feel good about themselves and their efforts in the program.

The first week of the school year is spent orienting students to the program. A student handbook is distributed to serve as a reference to such details as program completion requirements, school year action zones, the student accountability system and transportation procedures.

The program has detailed procedures for planning and monitoring student learning and for guidance that are designed to give students continuous feedback on their learning progress and personal growth. A bulletin board (Student Status Board) in the learning center shows students their own and each other's progress in the program in an immediate, visual way via colored cards indicating each student's current employer site and progress on projects and competencies. $(CE)_2$ also has an open records policy giving students full access to their own program-related information.

A student government plan gives students the right to form working committees to address specific issues and to elect a representative to the board of directors (one from returning students for the first half of the year and one from first-year students for the second half). The student representative is a voting member of the board.

$(CE)_2$ also provides opportunities for student group activities to counteract the isolation that can be a problem with any individualized instructional program:

> A staff/student meeting is scheduled approximately once a month, or more frequently if needed. A bulletin placed in student mailboxes prior to the meeting lists topics that the staff have identified for discussion and asks for student suggestions. The final agenda is drafted by the student coordinator. Agenda topics might include routine housekeeping items (reminders to students about transportation requests, confirming appointments with employers and turning in time slips, for example) as well as discussions of program details (clarifying procedures and so forth).
>
> An annual staff/student retreat in the fall of each year helps students increase their understanding of the program and brings staff and students closer together, opening channels of communication and trust.
>
> Year-end retreats for seniors give these students an opportunity to offer suggestions for improving the program, as do yearly debriefing sessions with returning students.
>
> Social and informal activities for students, parents, staff and board members have included an annual fall picnic, a Christmas gathering and an evening dessert for graduating students.

PARENTS

Parents of EBCE students need confidence in the program and reassurance that their sons and daughters are receiving an education that compares favorably with conventional high school programs. Parental confidence in the program and its staff is also critical because parents are a primary source of information about the program to the community. This confidence should first be generated during student recruitment. To sustain their confidence, parents will need continuing explanation of program purposes and characteristics and specific and frequent feedback on what their sons and daughters are doing in the program and how well they are progressing.

$(CE)_2$ Parent Night--Orienting Parents to the Program

Although prospective parents are given a full briefing on $(CE)_2$ during student recruitment in the spring, participating parents need a "refresher course" in what the program is all about when the school year begins. To meet this need, $(CE)_2$ instituted a parent night in October or November of each school year. All participating parents are invited to the learning center to meet informally with staff members and each other.

Parents generally have a number of questions to ask about the program and its abilities to meet student needs. They want to be sure that students are not "wasting time" and that they are "learning something." They also want to understand the staff/student relationship, which seems much less formal and structured than in the traditional high school. The $(CE)_2$ staff do everything possible to make parents feel "safe" in their knowledge about program operations.

Format for the $(CE)_2$ parent night is generally as follows:

1. Program administrator introduces staff members and gives a brief explanation of $(CE)_2$, usually with accompanying slide-tape presentation.
2. Parents divide into three groups to rotate among staff members--learning managers and learning resource specialist meeting with each group on the Life Skills (explaining projects and competencies), employer relations specialists explaining the use of learning sites in the community (with special attention to Exploration Packages and onsite expectations for students) and program administrator and student coordinator explaining the student accountability system and parent reporting.
3. Total group reconvenes for questions and answers.

Staff try to keep their presentations brief, with plenty of time for informal interaction with parents. By session's end, parents have usually caught the supportive feeling of the program and are asking "How can I help? What can I do to encourage my son or daughter?"

Other $(CE)_2$ Techniques for Communicating With Parents

$(CE)_2$ staff keep in close touch with parents regarding student progress in the program. In addition to sending written reports to parents at the end of each of the action zones into which student learning activities are organized during the year, staff divide parent telephone numbers among themselves and make personal calls at the end of each zone to further discuss student progress. These telephone contacts help make parents a definite part of the $(CE)_2$ team. (One student reported that his mother greeted him with "Have you finished your project? Is your competency done?" He said, "I didn't even know she knew those words!")

Parents come to the learning center for personal conferences twice during the year and more frequently if desired or needed. The two scheduled conferences are set up so parents rotate among staff members and talk with each one. The staff believe these personal conferences provide an excellent opportunity to further parent understanding of program operations.

Parents also receive copies of the student's computer career quest printouts by mail so they can see which employer/community sites their son or daughter is exploring. This gives parents some tangible evidence of what their student is doing and the interests the student is developing. It also helps parents see the extent of the program's involvement in the community.

In addition, $(CE)_2$ holds informal staff/student/parent get-togethers during the year (a fall picnic, for example) and mails general program information to parents throughout the year, including a printed newsletter (see Item 6, page 159).

Involving parents as much as possible in program planning and operations helps to generate strong parent support for the program which, in turn, carries over to the community. Parent input to $(CE)_2$ program decisions is provided through representation on the program's board of directors (two parent representatives, one from returning students and one from first-year students) and through parent participation on various program planning task forces.

CROSS-REFERENCES

The Student Services handbook contains several references pertinent to the information needs of EBCE students and parents, as follows:

> *Details on $(CE)_2$'s week-long student orientation are contained in "Program Entry/Exit," pages 27-33. A sample student handbook is displayed in Appendix A.*
>
> *The staff/student retreat is discussed in detail in "Guidance," Item 5.*
>
> *Procedures for reporting student progress to both students and parents are detailed in "Student Records," Item 15.*

12 Meet information and liaison needs of students and parents in local district

Parent support is an essential factor in community acceptance, and peer understanding and acceptance of the program can have an effect on students' desire to choose EBCE as an alternative.

Parents are naturally interested in knowing program purposes and design. As taxpayers they want to know how much the program is going to cost them. They also want to know who the program is intended to serve, how learning is structured and directed, what provisions are made for student safety at employer sites and if EBCE students can receive regular high school diplomas. Nonparticipating parents need reassurance that EBCE is not diverting resources or staff from their own children's educational programs.

Student recruitment is one of the program's basic processes for sharing information with parents and students in the district. Potential EBCE students and their parents need general information concerning learning opportunities available through EBCE. After receiving general information, students and parents with a continuing interest need detailed information on the program as it applies to them.

Basic program information may be communicated to students and parents through flyers, displays, letters to parents, classroom and large-group presentations and articles in school and local newspapers. Prospective applicants and their parents may be contacted individually by staff members (in person or by telephone), invited to student/parent group presentations, given brochures and more detailed program information and, if the program is already operational, invited to an open house at the learning center.

Nonparticipating students gain impressions of the program through contact with EBCE students. Program staff and students should be aware of this informal method of communication and of the "messages" they are sending.

CROSS-REFERENCE

$(CE)_2$ student recruitment procedures, including general information presentations to students and parents, are contained in "Program Entry/Exit," *Student Services**, pages 17-22.*

13 Meet information and liaison needs of business and labor

EBCE must work cooperatively with both management and labor to ensure that its purposes are understood, that it can function as an educational alternative in the community and that the rights of both learning site employees and students are fully protected.

Personal contact will be the most effective, direct means of informing business and labor groups and individuals about the program. Personal contacts should range from informational presentations at group meetings to involving individuals from business and labor in advisory capacities for program planning, review and evaluation (business/labor representatives constitute the majority membership on the $(CE)_2$ Board of Directors).

These audiences can also be kept informed through printed materials (newsletters, brochures, reports), community-directed publicity (newspaper articles, for example) and targeted mailings.

EMPLOYER/COMMUNITY PARTICIPANTS

The internal employer/community public of an EBCE program consists of all the people in the community who have agreed to serve as resources for student learning--employers who have committed their places of business as learning sites for students, employer instructors and community resource people, tutors and competency certifiers. After being recruited into the program, these various participants need

1. an orientation to the program and their roles in it
2. pertinent information about the students with whom they will be working
3. feedback on their effectiveness in their given program roles
4. varying amounts of assistance depending on their role--from the detailed liaison and training needs of employer instructors to the minimal assistance needed by competency certifiers

Basically, the program will need some regular methods for maintaining effective two-way communication between staff and employer/community resource people and among the resource people themselves. Participants need channels of communication open to them for making suggestions for program improvement and for receiving feedback on their suggestions.

Suggestions for Communicating With Participants

(CE)$_2$ has instituted detailed procedures for recruiting, developing and maintaining employer/community sites and individuals participating in the program at those sites. These strategies have specific implications for program relations, but they are described fully elsewhere (see cross-references listed on page 188).

(CE)$_2$ staff members provide continual support to employer instructors in their work with students. Tutors and competency certifiers do not require as extensive involvement with program staff to fulfill their roles with students, but staff members are in personal contact with these community individuals, too, whenever needed.

Involving participants in program planning, governance, evaluation and community relations activities, such as presentations to groups, helps to keep them informed and interested in the program. The (CE)$_2$ administrator holds frequent informal meetings with community participants in the program, individually and in small groups, to brainstorm various issues of employer involvement in (CE)$_2$--for example, legal relationships between the program, employers and labor, and ways in which employers can be personally helpful to students at their sites. In addition, whenever employers and community resource people attend a (CE)$_2$ function, their evaluative feedback is sought by means of questionnaires or discussions.

Participants need to know how vital they are to the success of the program. At (CE)$_2$, certificates of participation are given to community members who contribute their time and energy to the program, and students write thank-you letters to their employer instructors. Staff also handwrite post cards of thanks to anyone who takes part in the program (the program has its "logo" imprinted on post cards as well as stationery).

Strategies that might be developed by other EBCE sites include fall program get-togethers for community participants and the students with whom they will be working and an "honor roll" of participating employers and businesses posted in the learning center. A testimonial dinner at the end of each school year might give additional recognition to employer instructors and other community participants.

BUSINESS AND PROFESSIONAL GROUPS

The program should be explained to employer groups whenever possible (community and even statewide employer associations, for example) to encourage a more widespread understanding of EBCE. "Spreading the word" to employer groups can underscore and enhance site recruitment efforts and also foster general community support. The local Chamber of Commerce is a basic employer audience for receiving general program information, as are groups such as Business and Professional Women, Rotary and Kiwanis.

Local or state representatives of national organizations such as the National Alliance of Businessmen and American Association of Training Directors should be made aware of what EBCE is and how it operates. National interest in the program can greatly aid local employer recruiting efforts. Local, state or regional offices of national business and professional groups are logical additions to mailing lists to receive program newsletters and other descriptive materials.

State regulatory boards for various professions may also need general information about EBCE. $(CE)_2$ made a presentation to the Oregon State Board of Cosmetic Therapy, for example, in response to a question about placing a student at a local beauty school. The Cosmetic Therapy Board members needed to know about the nature of student learning activities at the beauty school to agree that the site could take part in the EBCE program.

LABOR

The American labor movement has always been concerned with quality educational opportunities for young people and with the rights of students as well as workers. Labor organizations have vast experience in training young people and can offer valuable support to EBCE programs if they understand program goals.

Programs should adopt policy statements and procedures that clarify their position on matters such as the learning status of students. These statements should emphasize that EBCE is a learning program, not a training or apprenticeship program, and should distinguish clearly between "workers" and EBCE student "learners."

Policy statements will be only one step in clarifying program operations to the satisfaction of labor representatives, however. Another major step will be to involve labor representatives actively in program planning and governance. This should mean not only representation on the program's advisory and/or governing boards, but also inclusion of union spokesmen in program task forces attending to specific planning details.

Educators who have had experience in dealing with unions may be of assistance in establishing contact with union officials. Labor representatives on the program's planning, advisory and governing boards should also be asked to help set up meetings with officials from various unions in the community as a preliminary step in building program support and paving the way for potential student placements at union shops. Labor officials might be encouraged to attend EBCE advisory board meetings and could also be invited to attend employer instructor training sessions. Union offices themselves might be developed as sites for student learning, and union representatives should be asked to participate in employer seminar presentations.

$(CE)_2$/Labor Liaison

$(CE)_2$ has three labor members on its governing board, representing local, regional and state union interests. (A program located in a heavily unionized area may want an even larger union representation on its advisory or governing board.)

$(CE)_2$ did not seek specific endorsement from any one labor group but worked instead with individual labor leaders and locals to build understanding and support for the program.

As $(CE)_2$ began operation, program representatives met with the executive committees of county central labor councils in the Tigard area to inform labor representatives about $(CE)_2$ and establish some agreement as to how it could work with labor. In addition, a labor representative was contacted to help identify union locals and labor officials who should be aware of the program. These included leaders from locals that might be represented at potential learning sites in the community, as well as local opinion leaders in the union movement.

An introductory letter was sent to identified union officials briefly explaining the program, naming members of the governing board and listing the sponsoring agencies. Meetings were subsequently set up with individuals and groups to introduce program concepts and appropriate staff and to hear specific labor questions and concerns. Labor representatives who could see potential "pressure points" in the placement of $(CE)_2$ students at specific sites were asked to leave their cards so program representatives could contact them later for followup discussions.

$(CE)_2$ labor contacts resulted in some specific suggestions for strengthening union support of the program. These included (a) holding periodic small-group meetings with union representatives from locals in the community, (b) keeping officers of county labor councils up to date on the program, (c) developing an understanding with these officials that program representatives would contact them immediately for their assistance if problems should arise regarding specific student placements, (d) inviting labor representatives to tour the learning center and visit participating employer sites and (e) using labor councils as a resource for locating speakers to talk with EBCE students about the role of labor in business and industry.

CROSS-REFERENCES

Impact of child labor laws on program policy is discussed on page 220 of Appendix B.

Procedures for reporting student-related information to employer/community participants are detailed in "Student Records," Student Services, Item 15.

The employer recruitment process is fully detailed in Employer/Community Resources, pages 3-60, including suggested procedures for contacting potential participants, pages 26-29; general concerns and information needs during recruitment, pages 30-40; and suggestions for materials to use during recruiting, page 45. An employer information packet is displayed in Appendix C. This packet also contains a $(CE)_2$ *policy statement clarifying the provisions under which both employers and students participate in the program, including the student's learner status and the relationship of the program to the Fair Labor Standards Act.*

Copies of the $(CE)_2$ *work for pay and productivity statements are displayed in Employer/Community Resources, Appendix N.*

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Meet information and liaison needs of community-at-large

Basically, community groups need general program information, which can be transmitted through a variety of channels including personal contact by staff members. presentations and mailings, news releases, interviews and feature stories in local media. The community-at-large should also be represented on the program's governing or advisory board. $(CE)_2$ has one member-at-large on its board, and this position has been filled by various people active in Tigard civic affairs.

Each community has groups concerned with community development and educational opportunities for young people. These groups include civic and service organizations such as the League of Women Voters, news releases, interviews and feature stories in local media. The community-at-large should also be represented on the program's governing or advisory board. $(CE)_2$ has one member-at-large on its board, and this position has been filled by various people active in Tigard civic affairs.

There will be other, less formally organized groups that should be informed about EBCE, too. These groups include taxpayers if the program is operated by a school district and "neighbors" if the learning center is located in the community adjacent to business and professional offices or residences. Communications can also be targeted to particular segments of the community--senior citizens, for example, whose time and expertise might be an invaluable program resource.

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Meet information and liaison needs of educational community

OTHER CAREER EDUCATION OR COMMUNITY-ORIENTED PROGRAMS

EBCE programs should establish and maintain liaison with other educational programs that draw from the same community resources or share similar purposes with EBCE. This liaison could include presentations to district advisory groups for career or vocational education, for example.

The administrators of other programs need information that lets them put EBCE in perspective with their own efforts. They should know EBCE's purposes and the students to whom it appeals. They also should know the general EBCE procedures for student learning in the community. The scope of EBCE as a comprehensive educational program encompassing Life Skills and Basic Skills as well as Career Development should be made clear.

Cooperation has marked $(CE)_2$'s relations with other programs in the Tigard district, which include community-based junior high school career exploration and high school cooperative work experience, work release and an Alternative Futures program involving onsite study of local government and social service agencies. $(CE)_2$ staff, for example, helped the Tigard High School staff establish procedures for tapping community resources for the Alternative Futures program. A Tigard School District administrator noted many possibilities for cooperation among programs, including sharing information about employer/community resources, drawing from EBCE experiences in planning junior high school career exploration and coordinating the transportation needs of programs moving students around the community. This coordination requires a pooling of information about needs and resources.

COLLEGES AND UNIVERSITIES

Colleges and universities are interested in EBCE's ability to prepare students for postsecondary education and in the program's credentialing procedures.

Contact with college and university officials will generally be person-to-person, involving letters, telephone calls and conferences. Groups or associations of college officials in the area could be reached by informational presentations on the program and periodic articles in association newsletters.

Direct involvement in the program can, of course, enhance understanding of it. Postsecondary institutions in the immediate area, community colleges in particular, might become community resources for student learning. For example, $(CE)_2$ has involved physical education students from a neighboring university in helping $(CE)_2$ students prepare for the physical fitness competency. $(CE)_2$ has also, on occasion, enrolled some of its students in courses at a neighboring community college. In addition, college officials can serve on program task forces to study specific issues and review the program's credentialing format.

If the program is located near a teacher training institution, there might be mutual advantages in fostering a close working relationship with that institution. Teacher training programs are potential sources of tutors and EBCE staff. Aspects of EBCE might affect the teacher training itself, with trainees observing EBCE's strategies for personalizing learning, team interaction and managing the data involved in an individualized program.

OTHER EDUCATIONAL AGENCIES

Any EBCE program will find it necessary to establish ongoing liaison with some or all of the following educational agencies or groups:

1. school districts receiving former EBCE students as transfers
2. intermediate education districts that can offer services to the program
3. state departments of education
4. state associations with regulatory functions relative to students or programs (a student activities association, for example)
5. interested groups and institutions who want general information on program developments, student achievement and other evaluation data

School districts receiving transfer students need to know how student learning in the program can be translated into their particular credentialing system. Agencies offering services should know about program needs and eligibility for their services. A state department of education needs to know how student learning in the program meets state standards and requirements.

State associations with regulatory functions need information relative to their specific concerns. For example, $(CE)_2$ negotiated with the Oregon School Activities Association to obtain the clearances necessary to allow $(CE)_2$ students to participate in extracurricular activities at Tigard High School. The association needed to know the enrollment status of $(CE)_2$ students and wanted access to individual student progress reports on a periodic basis, if necessary, to verify student eligibility to participate in school activities.

Interested groups and institutions may desire presentations on the program, printed materials or learning center or employer site visits. Some groups may have specific information needs (foundations or institutes that might be potential sources of funding, for example, or potential adopters of the program from other districts).

CROSS-REFERENCES

College and university officials will have specific information needs relative to student applications for admittance. These needs are discussed in "Student Records," Student Services, Item 2 and Appendix D.

$(CE)_2$ procedures for providing program information to school districts receiving EBCE transfer students are discussed in "Program Entry/Exit," Student Services, pages 37-38.

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Provide for ongoing evaluation of community relations efforts

It is virtually impossible to separate an EBCE program's community relations activities from total program operations. Almost all aspects of the program require community cooperation for implementation. Evaluation of community relations efforts, therefore, is essentially a matter of program evaluation. You should develop criteria for assessing the extent of community support for EBCE and assess that support level periodically.

Consider various indicators for evaluating the program's community relations: overt demonstrations of support from individuals and groups (percentage of community's employers taking part and endorsements by community groups, for example), frequency and number of requests for program information, length of time participants remain in the program, reasons employers give for leaving the program, percentage of refusals to participate and the reasons for refusal, letters of commendation and criticism, citizen comments at school board and advisory board meeti[illegible] so forth.

Questionnaires can play an important part in evaluation, as can interviews with program participants (see Item 8, pages *170-171*). Questionnaires can assess respondent perceptions of program operations, attitudes toward the program and impact of the program on them.

CROSS-REFERENCE

The Evaluation handbook will contain guidelines on evaluation of all aspects of an EBCE program and include sample questionnaires.

APPENDICES

APPENDIX A

Alternatives for the Operating Base of an EBCE Program

The following material offers an overview of two options for operating an EBCE program:

1. *as an alternative educational program within the regular school district structure*

2. *as a private, nonprofit corporation governed by its own board of directors and offering its program in cooperation with a school district*

Each of these alternatives allows variations for location of the program's learning center, and the appendix briefly lists advantages and disadvantages of these variations. We are not attempting a comprehensive analysis of the pros and cons of installing an EBCE program "within" a school district versus "outside" a school district or locating the learning center on a school campus or off. What we hope to give is simply an "idea prompter" to aid you in your own deliberations.

ALTERNATIVES FOR THE OPERATING BASE OF AN EBCE PROGRAM

OPTION I: EBCE operated within the regular school district structure

The EBCE program would be kept intact as a total and comprehensive educational alternative but would be managed, staffed and supervised by the school district. The school district would govern the EBCE program through its board of directors and district administration. An advisory group representing program participants and the community would be formed to assist the school board in making program decisions.

OPTION II: EBCE operated as a private, nonprofit corporation

A private, nonprofit corporation would be formed. (A nonprofit corporation does not issue stocks or distribute profits. It has members who may hold various classes of voting rights. Directors may be elected by various classes of members. It must have articles of incorporation; it may also have bylaws. It must be granted a corporate charter from the state in which its headquarters is located.) The governing board would be elected by those participating; members would represent parents, students, the community at large, public school officials, business and labor. The corporation and EBCE program would exist as adjuncts to a specified public school district that would receive donations from the corporation in the form of specified educational services for a given number of students. Students would be drawn from the cooperating public school; hence, educational status would be that of a public school program.

With either of these two options, the program's learning center could have two possible locations, giving the program varying degrees of identity with the school district and other high school programs. The learning center could be located

a. on the high school campus or

b. at an alternative location in the community

A COMPARISON OF ALTERNATIVES

Governing Structure

School District Governance	*Private Nonprofit Corporation*
1. EBCE advisory board needed to represent program participants	1. program board of directors directly represents participants
2. school district would exercise control over program	2. allows experimentation with new policies, services, rules and regulations without involving entire school district
3. lengthens lines of communication between EBCE staff and policymaking board	3. shortens lines of communication between EBCE staff and policymaking board
4. provides direct communication and accountability between program and school district	4. requires coordination and agreement between program's board of directors and cooperating school district
5. might result in school district policies being applied to EBCE that are not appropriate to the program	5. "regular" school policies might differ from those of the EBCE board
6. would ensure compatability between personnel policies for EBCE and school district	6. teacher organizations may express concern about compatability of staffing and personnel policies with those of the district
7. parents and students might consider it a "safer" option	7. separateness of the organization may inhibit students and parents from choosing it as an option
8. shortens lines of communication between program staff and district teachers	8. lengthens lines of communication and cooperation between program staff and district teachers
9. could share in district services such as transportation, materials, library, personnel	9. could negotiate shared services through working agreement with school district

Location of Learning Center

Separate from School Campus	*On High School Campus*
1. could enhance EBCE's identity as a community-based program	1. program might be identified more with the school than with the community
2. gives students a definite change in learning environment	2. students might see less "difference" between the regular high school environment and EBCE learning center
3. may be more costly than housing learning center at the high school	3. would help to minimize program costs
4. more conducive to enacting rules and regulations that might differ from those for students at the high school	4. would require more coordination and understanding between program and high school (staff and students alike)
5. extracurricular activities would be less accessible to EBCE students	5. extracurricular activities would be more accessible to EBCE students
6. EBCE students would be more remote from social situations with other students	6. would help EBCE students stay in touch with other students
7. might decrease ability to share services with the high school	7. easier to make use of existing high school services (library, resource centers, counseling)
8. might require additional transportation services	8. school district transportation would be more accessible to program
9. lengthens lines of communication between program and district	9. shortens lines of communication between program and district

APPENDIX B

Legal Requirements for Operating an Experience-Based Career Education Program

The following analysis was drafted to help school administrators identify the legal requirements that would have bearing on EBCE programs. It suggests the kinds of legal considerations that should be given to any EBCE program, even though it has been based on Oregon legal codes, and includes some of the unique legal ramifications of the independently governed (CE)$_2$ model.

It should be noted that this material was drafted in September 1974 and does not reflect any changes in state laws published since that date. The organization of the material is similar to handbook sections in that it begins with a checklist and then offers narrative detail on each step.

CHECKLIST OF LEGAL REQUIREMENTS

1. Adopt board policy covering multiple aspects of program
2. Ensure services are not prohibited by collective bargaining contracts
3. Gain approval of participating districts
4. Gain state department of education approval of program
5. Execute contract between district and operating agency
6. Execute contract between district or operating agency and employers
7. Make agreements with participating parents and students
8. Establish procedures for students in program to qualify school for state reimbursements
9. Establish procedures to assure confidentiality of student records
10. Establish procedures for measuring achievement of minimum standards for high school graduation
11. Assure the availability of state-approved textbooks
12. Insure students against injury and other damages received at employer learning sites and enroute to and from sites
13. Indemnify employers against loss resulting from student activities on their premises
14. Establish procedures for students to qualify for participation in extracurricular and other school activities
15. Establish procedures for recording student fulfillment of compulsory attendance requirements
16. Meet teacher certification requirements
17. Comply with child labor laws
18. Meet physical requirements for educational facilities used in program

1 Adopt board policy covering multiple aspects of program

Explanation

The districts' policies related to EBCE should be clearly established prior to beginning the program.

It is important that policies be explicit, but deal only with broad policy questions and not incorporate detailed administrative procedures that could be inhibiting.

Policies might best be prepared to cover all alternative learning programs in the district.

Procedures

The district board should adopt a policy covering the following topics:

1. student eligibility for the program and procedures for selection of students
2. purpose and services to be provided by the program
3. relationship of the program to other academic programs conducted by the school
4. responsibility for program planning and operation
5. portion of the districts' academic requirements that can be met by the program
6. method of measuring achievement of competencies and converting to minimum units in required areas of study
7. method of computing attendance
8. method of converting achievement of competencies to grade reporting as well as transfer of credit to other schools
9. method and procedure of recording student progress
10. school's relationship and responsibility to employers
11. intent and authorization to contract with an outside agency to operate the program, if this procedure is to be undertaken

12. responsibilities of students in the program
13. students' access to other school activities and services as well as texts and instructional materials
14. responsibility for inspection of sites for student safety
15. liability
16. discipline
17. responsibility for recordkeeping

Policies should be developed cooperatively with the staff and community.

2 *Ensure services are not prohibited by collective bargaining contracts*

Explanation

Increasing concern about job security of certified teachers is resulting in the inclusion of restrictions on "contracted services" in collective bargaining agreements.

These provisions may restrict the district's ability to contract with an outside agency or with participating employers to operate the career education program.

Procedures

It should be emphasized that EBCE does place responsibility for planning and carrying out students' learning programs in the hands of certificated personnel. People at community sites serve as resources for the students.

Collective bargaining agreements should specifically

1. exclude provisions restricting the district's ability to contract for EBCE services or
2. include protective language specifically allowing the district to contract for EBCE services

3 *Gain approval of participating districts*

Explanation

The program may be operated for students from several cooperating districts, particularly in rural areas.

An intermediate education district might operate the program.

A separate operating agency might be designated to provide services to several districts.

Procedures

If the program is to be operated by an intermediate education district for several districts, it may

1. support the program from its regular operating budget
2. gain approval by resolution of 2/3 of districts enrolling 1/2 of students

The intermediate education district may need to submit a plan to the state department of education for approval.

Individual districts need to gain approval of their boards to participate in a cooperative project.

Relevant Statutes and Regulations

ORS 336.175. In addition to regular courses of study, any district school board may make available to students extended educational experiences through public and private community agencies when such experiences can be provided by the agencies more appropriately or at a lesser cost than the school district. Programs under this section may include but are not limited to work experience programs conducted on a contractual basis with individual employers or employer groups.

ORS 334.125. The intermediate education district board shall perform all duties required by law, including but not limited to... (g) special education programs.

ORS 334.175. Proposals for services and facilities to be provided...must be approved or disapproved by the Superintendent of Public Instruction within 30 days after receipt of the proposal.

ORS 190.010. A unit of local government may enter into a written agreement with any other unit or units of local government for the performance of any or all functions and activities that a party to the agreement, its officer or agencies have authority to perform.

4 *Gain state department of education approval of program*

Explanation

New Oregon high school graduation requirements allow districts alternatives in designing local programs.

EBCE meets minimum standards and is consistent with state department of education implementation guidelines.

Procedures

Administrators should be fully familiar with state standards and procedures for gaining approval of a local program.

In preparing a local plan for submittal to the state department of education, particular attention should be given to procedures the school will use to

1. equate learning experiences to achievement of minimum units of credit in required areas of study
2. measure achievement of competencies
3. convert achievement of competencies to grade reports, if necessary
4. convert participation in learning experiences to attendance requirements

State department of education approval procedures can be expected to change and evolve. Specific waivers may be necessary until more experience is gained in conducting EBCE programs.

Personal conferences with the coordinator of accrediting are advised prior to preparing and submitting a plan.

5 *Execute contract between district and operating agency*

Explanation

A contract is needed when the district contracts with an "outside" agency to operate the EBCE program.

Alternatives include the following:

1. The district may contract with an existing profit or nonprofit organization.
2. The district may encourage a group of individuals to form a nonprofit corporation independent of the district.
3. The district may form a nonprofit corporation controlled by members of the board, staff and students.

Procedures

If a new corporation is formed it should be incorporated as a nonprofit agency under the laws of Oregon.

The district must execute a contract with the organization spelling out the duties and responsibilities of each, including

1. type of educational experiences to be provided
2. number of students to be involved
3. liability of each party
4. records to be maintained
5. duties of staff members
6. payment to the agency

Relevant Statutes and Regulations

ORS 61.051. Corporations may be organized...for any one or more lawful purposes none of which is for profit....

ORS 61.305. One or more persons of the age of 21 years or more may incorporate a nonprofit corporation (new statute reduces age of majority in Oregon to 18).

ORS 61.061. Each corporation shall have the power...to sue and be sued...to make contracts...indemnify....

ORS 61.121. The business affairs of a corporation shall be managed by a board of directors. Directors need not be residents of this state or members of the corporation.

6 *Execute contract between district or operating agency and employers*

Explanation

Whether the district operates the EBCE program itself or through a separate organization, the following must prevail:

1. Employers must clearly understand their responsibilities.
2. The district and operating agency must indicate clearly their responsibilities to employers.

Procedures

An agreement should be executed with participating employers specifying

1. willingness of the employer to participate
2. maximum extent of participation, including number of students and amount of time onsite
3. person responsible at the site
4. types of experiences employer would provide
5. basis of any payment to employer
6. indemnification of the employer for loss and damages
7. records/reports to be made by employer
8. authority the employer has over students

7 *Make agreements with participating parents and students*

Explanation

Parents and students need to understand the program clearly.

Responsibilities of the district need to be specified.

Procedures

An agreement should be executed with participating students and their parents specifying

1. acceptable means of transportation to sites
2. extent and type of student participation
3. district responsibility for student injury
4. district responsibility for granting diplomas

8 *Establish procedures for students in program to qualify school for state reimbursements*

Explanation

Districts need to be sure students are includable in average daily attendance figures to qualify for state support.

State reimbursement may be available for transportation of students to learning sites.

Procedures

Assuming appropriate approval has been gained for the EBCE program, students would be considered "regular" students in the district and can be included in attendance figures. Regular forms are used to report to the state department of education.

Relevant Statutes and Regulations

ORS 327.010. The Basic School Support Fund shall be used exclusively for the improvement and support of standard public elementary and secondary schools....Distribution shall be made to school districts which meet all legal requirements and which maintain and operate a standard school or which contract with another standard district for the education of its students.

ORS 327.103. All school districts are presumed to maintain a standard school until the school has been found to be deficient by the Superintendent of Public Instruction.

ORS 327.035. ...each school district which provides pupil transportation to and from school...shall be entitled to transportation aid from the transportation account...upon approval of the Superintendent of Public Instruction.

9 *Establish procedures to assure confidentiality of student records*

Explanation

Use of employer learning sites and an "outside" agency to operate an EBCE program results in student records being made and kept outside the school building.

Confidentiality of records must be assured.

Procedures

Confidentiality requirements should be stated clearly.

Responsibility for keeping records should be centered on the agency operating the EBCE program. A procedure should be established for permanent records.

Employers should be discouraged from keeping records other than students' names, addresses and telephone numbers.

Relevant Statutes and Regulations

ORS 336.195. (1) All student records maintained by a school or educational institution shall be confidential and, except as hereinafter provided, shall be open for inspection only in accordance with such rules and regulations as the board shall adopt. (2) The board shall establish rules and regulations to provide that all student records maintained by any elementary or secondary school in their district shall be available for inspection by any parent or legal guardian requesting to see such records; however, student behavioral records shall be released only in the presence of an individual qualified to explain or interpret the records... (4) Student progress records shall be available to all teaching staff, to parents or legal guardians and, upon request, to other agencies having a demonstrated interest in the student.

10 *Establish procedures for measuring achievement of minimum standards for high school graduation*

Explanation

The method of measuring competencies and assuring achievement of minimum standards for high school graduation should be spelled out by board policy and in the plan submitted to the state department of education.

Teachers/counselors must have a thorough understanding of this area to advise students and plan their programs.

Procedures

Internal operating procedures for articulating student experiences in EBCE with the rest of the school curriculum need to be specified clearly.

11 *Assure the availability of state-approved textbooks*

Explanation

State-approved textbooks are required to be available to all students.

Procedures

When the program is operated from a location away from the regular school building, availability and student access to approved texts must be assured.

If EBCE students do not use regular classroom texts it may be appropriate for the district to waive textbook rental fees.

Relevant Statutes

ORS 337.050. The State Textbook Commission shall adopt...a multiple choice list of textbooks for each grade and subject field.

ORS 337.141. With the approval of the state board of education... the district school board...may adopt and use textbooks in place of or in addition to those adopted by the State Textbook Commission.

12 *Insure students against injury and other damages received at employer learning sites and enroute to and from sites*

Explanation

Students may be exposed to possible injury at learning sites that other students would not encounter. Districts have a responsibility to assure the safety of learning sites.

Students must be transported to learning sites.

Workman's Compensation laws must be considered.

Procedures

School officials should inspect learning sites for safety requirements.

The district should arrange coverage of students in the event injury does occur:

1. Students should be insured by the school district or agency operating the EBCE program against injury going to and from learning sites and while at learning sites. The school should obtain liability insurance on school-owned vehicles used to transport students, as well as insurance to cover students being transported by vehicles not owned by the school; this insurance should cover bodily injury and property damage.

2. The district or operating agency should obtain Workman's Compensation coverage for students whenever possible. Necessary Workman's Compensation procedures such as maintaining lists of students in the program should be followed carefully.

Relevant Statutes and Regulations

ORS 656.033. A school district conducting a work experience program shall submit a written statement to the State Accident Insurance Fund that includes a description of the work performed....The school district will furnish the fund with a list of the names of those enrolled in its work experience program and shall notify the fund of any changes therein. Only those persons whose names appear on such list prior to their personal injury by accident are entitled to benefits....

ORS 332.435. Any district school board may enter into any contracts for insurance for liability covering all activities engaged in by the district for medical and hospital benefit for students and may pay the necessary premiums thereon.

PLEASE NOTE: The full extent of the authority granted by Oregon statutes is unclear. For example, the reference to medical and hospital benefits is limited to athletic contests and traffic controls. Specific authority is not provided for the purchase of insurance for other purposes.

13 *Indemnify employers against loss resulting from student activities on their premises*

Explanation

Employers may be reluctant to participate unless they are indemnified against loss to their own property or injury to others caused by students on their premises.

Procedures

Responsibility of the district or agency operating the EBCE program should be specifically stated for

1. claims or demands for wages or compensation by students in the program
2. damages due to injury to people and property due to acts of students at employer sites

Although desirable, it is not clear from Oregon statutes whether a school district may obtain insurance to indemnify participating employers.

14 *Establish procedures for students to qualify for participation in extracurricular and other school activities*

Explanation

The Oregon School Activities Association has authority to make reasonable policies and regulations related to student participation in athletics and other activities.

Few questions might be expected in a program operated as an integral part of the total curriculum; questions may increase for a more autonomous program operated under contract by an outside agency.

Schools need to provide hot lunch opportunities for all students. Access to regular district lunch programs may be a particular problem when a learning center away from the school is used and when an intermediate education district operates the program for several districts.

Procedures

Board policy should indicate clearly EBCE students' access to lunch programs, extracurricular activities and other school programs.

District certification of EBCE students should be submitted to the Oregon School Activities Association for their acceptance.

15 *Establish procedures for recording student fulfillment of compulsory attendance requirements*

Explanation

The method of converting student activities at employer learning sites for attendance records should be spelled out by board policy.

Procedures

Clearly specify internal operating procedures for measuring and recording "attendance."

The method of converting attendance records should be submitted to the state department of education.

Relevant Statutes and Regulations

ORS 339.010. All children between the ages of 7 and 18 years who have not completed the twelfth grade are required to attend regularly a public full-time school of the school district in which the child resides.

Exceptions to compulsory attendance as provided by ORS 339.030:

1. children 16-18 lawfully employed, attending community college or in activities equivalent
2. in private or parochial school
3. have equivalent knowledge
4. severe physical or mental illness

5. distance from school and no transportation provided by the district

6. taught by private teacher

7. excused by district

16 *Meet teacher certification requirements*

Explanation

It should be emphasized that EBCE does place responsibility for planning and carrying out students' learning programs in the hands of certificated personnel, although much of the students' time is spent with people in the community who are not certified teachers.

Questions in this area may increase if an outside agency is contracted to operate the program.

Procedures

Establish responsibilities and procedures to assure that the "control" of instruction and student learning remains with properly certified personnel.

Emphasize the role of people in the community being that of "aide" or "resource" people.

Relevant Statutes and Regulations

ORS 342.120. "Teacher" includes all certificated employees in the public schools who have direct responsibility for instruction and who are compensated for their services from public funds.

17 *Comply with child labor laws*

Explanation

The distinction between "worker" and "student" or "learner" is crucial. To avoid legal problems students in EBCE should not be interpreted as "workers."

Any compensation for students will complicate this question.

Care must be taken not to place students in situations that endanger their safety.

Procedures

Take care to keep experiences learning ones. Board policy should clarify "learning productivity" versus "commercial productivity."

Parents and students should agree that students will not accept pay for activities at a learning site.

If students do "work," they must meet requirements for employment certificates.

Do not assign younger students to certain businesses specified in child labor laws.

Limit hours spent by students at sites.

Relevant Statutes and Regulations

ORS 653.310. No child under 18 years of age shall be employed or permitted to work...unless the person employing him procures and keeps on file and accessible...an employment certificate...by the Wage and Hour Commission....

ORS 653.315. No child under 16 years of age shall be employed for longer than 10 hours a day, nor more than six days in any one week. No child under 16 years of age shall be employed at any work before 7 a.m. or after 6 p.m. except for these:...employed under a special permit which may be issued by the Wage and Hour Commission....

ORS 653.320. No child under the age of 14 years shall be employed in any work or labor of any form for wages or other compensation to whomsoever payable during the term when the public schools...are in session.

ORS 653.320. Prohibits employment of children under 14 in the following businesses: factory, workshop, mercantile establishment, store, business office, restaurant, bakery, hotel or apartment house. *(Although not specifically stated, it is assumed by implication that children over 14 may be employed in such businesses.)*

ORS 653.307. (1) The Wage and Hour Commission shall provide a method for issuing employment certificates to minors and employment certificates to employers for the employment of minors in accordance with rules and regulations which it may hereinafter adopt...
(3) All school districts shall cooperate with the Wage and Hour Commission and make available, upon request to the Commission, information concerning the age and schooling of minors who have applied for or been issued an employment certificate.

Federal Minimum Wage Law covering businesses engaged in interstate commerce may impact this area.

18 *Meet physical requirements for educational facilities used in program*

Explanation

Facilities used by an outside agency operating the program may need to meet certain physical requirements.

Procedures

Have state department of education personnel check facilities for compliance, particularly safety.

Regular checks of these facilities should be considered (such as fire drills).

APPENDIX C

Bylaws of Community Experiences for Career Education, Inc.--$(CE)_2$

The $(CE)_2$ bylaws constitute "operating guidelines" for an EBCE program governed as a private corporation, but they may be useful to EBCE programs operated within a school district as well, because they highlight one of the major issues for consideration in setting up the program--participant representation in policymaking.

The following format is used to indicate how the bylaws have changed to meet program needs:

1. *A vertical line denotes the current version of a particular section.*

2. *The boxed italicized copy provides editorial comment or historical information.*

3. *Revisions are indicated in parentheses; they may or may not be the latest version, depending on the presence of a vertical line to the left.*

ARTICLE I

Membership

Section 1. All individuals, institutions, organizations and agencies holding membership in the corporation as of September 1, 1972, by reason of having filed a Letter of Intent to participate shall continue as members of the Community Experiences for Career Education, Inc.--$(CE)_2$.

This Letter of Intent is obtained from employers and community members agreeing to make learning sites available to students. A detailed explanation of the employer recruitment interview and a sample Letter of Intent are contained in "Site Recruitment," Employer/Community Resources, pages 30-38 and 179.

Section 2. Any individual, institution, organization or agency interested in the work of Community Experiences for Career Education, Inc., is eligible to apply for membership on submitting an application to the corporation.

Section 2. *(revised 8/29/73).* Any individual, institution, organization or agency interested in the work of Community Experiences for Career Education, Inc., as of September 1, 1972, is eligible for membership on signing a Letter of Intent. Evidence of membership is a Letter of Intent on file with the program administrator. All students enrolled and participating in the $(CE)_2$ program and parents of students enrolled and participating in the program are members of the corporation.

Section 3. Memberships are granted only on approval of applications by the board of directors of the corporation.

Section 3. *(eliminated 8/29/73).*

Section 4. *(renumbered Section 3, 8/29/73).* Each member individual, institution, organization or agency of the corporation shall designate an official representative to receive communications, cast ballots and authorize participation in specific corporation activities.

This is a procedure similar to that of profit-making corporations in that each "stockholder"--in this case a signer of a Letter of Intent--has one vote. If this "stockholder" is a business or multi-member agency, it must then designate its voting powers to an official representative who will then represent it at corporate meetings and so on.

ARTICLE II

Office of the Corporation

Section 1. Headquarters of the corporation shall be located at the address stated in the Articles of Incorporation unless it is changed by majority vote of the board of directors.

ARTICLE III

Board of Directors

Section 1. Election of individual members to the board of directors shall be conducted annually under the direction of the board. A nominating ballot for all vacancies on the board shall be distributed to each member by May 15 of each year. Elections shall be completed by the following June 15 and the newly elected directors shall take office on the following July 1. In case of tie votes in the election of board members, the executive committee shall caucus and determine the successful candidate.

The first members of the $(CE)_2$ Board of Directors were not elected as described here. Employer recruitment had not yet been completed and a stable "network" of employers had not yet been established. Planning group members and employers already participating agreed that selections should be made by a committee of planning group members. The committee was formed and invited individuals they felt would contribute substantially to the board to attend an August 1972 organizational meeting. At this meeting members volunteered for the positions available. The one exception to these temporary election procedures was that of the student representative, who was selected by his fellow students.

Section 1. *(revised 8/29/73).* Election of individual members to the board of directors shall be conducted on expiration of their terms of office under the direction of the board. The parent positions and student position on the board shall be elected annually by the members of the parent and student groups respectively. For these positions a nominating ballot for each vacancy shall be distributed by the fourth week of August of each year. Elections shall be completed by the following fourth week of September and the newly elected directors shall take office immediately.

Section 2. The board membership shall reflect representation of the following classifications, each for the term indicated:

1 student	1 year
1 parent	1 year
1 public school district representative	1 year
6 employers who provide learning settings for students:	
2	1 year
2	2 years
2	3 years
1 labor representative	2 years
1 member-at-large	1 year

As had been the case with the planning group at the time of its formation, the rationale for the above composition of the board of directors was that key program participants should be represented, with major emphasis on employers as key figures in the delivery of student learning. (To provide continuity between the planning group and the new board, the planning group suggested that the employer representatives on the board be three former planning group members and three "new" individuals. These three new employers were selected on the basis of their experience in business, their interest in the program, their influence in the community and their potential for providing an employer site for student learning.)

Section 2 *(revised 6/16/73)*. The terms of office of board members shall be extended for the duration of the research activity, not to exceed three years, except for the parent and student representatives, who will be elected by both groups before September 15.

Section 2 *(revised 10/31/73)*. The one-year term of the student representative shall be divided, with the first half of the term served by a returning student, the second half by a new student.

Section 2 *(revised 10/31/73)*. The labor representation on the board shall be increased from one to three members, increasing total board membership to thirteen.

Section 2 *(revised 9/26/74)*. The parent representation on the board shall be increased from one to two members, one to be the parent of a second-year student, the other the parent of a first-year student.

Board membership has subsequently been increased to fifteen by increasing public school district representation from one to two.

Section 3. Vacancies on the board shall be filled by appointment by remaining members of the board in keeping with the above criteria. Appointed members shall serve for the unexpired term for which the prior incumbent was elected.

Section 4. The board shall constitute the policymaking body of the corporation and shall select staff members as deemed necessary on recommendation of the program administrator.

Section 5. Regular meetings of the board shall be held quarter-annually and special meetings on call of the chairman or when requested by three or more of the board members to transact the business of the corporation.

Rather than meeting quarterly as spelled out in the bylaws, the board decided to meet monthly because the volume of business was such that quarterly meetings were inadequate. In addition to the monthly meeting, which lasts between two and three hours, special meetings usually require about two hours monthly per member.

Section 6. The meetings of the board are open to interested persons and shall be conducted according to *Robert's Rules of Order*, unless other procedures are established by the board.

The program administrator and chairman of the board meet the week before each meeting to draw up the agenda. Using minutes from the previous meeting they compile unanswered requests, questions or matters that need to be voted on. To this they add items needing board attention.

During the meeting, this agenda is followed and the meeting conducted according to parliamentary procedure. The chairman calls the meeting to order and introduces each topic for discussion. The person most involved with a particular issue leads the discussion.

Any issue requiring action is discussed at one meeting and voted on at the next month's meeting.

Section 7. Six or more members of the board shall constitute a quorum to do business.

Section 8. A board member necessarily absent may be represented at board meetings by a nonvoting substitute.

Section 9. An executive committee consisting of the chairman, vice chairman, secretary and program administrator may be appointed by the board to attend to routine business and to report its action to the board for ratification.

An executive committee was in fact appointed to deal regularly with personnel actions and other matters as appropriate.

Section 10. The board of directors may vote on issues by mail or telegram at the request of the chairman. Such action shall be ratified and made a part of the official record at the next meeting of the board.

ARTICLE IV

Officers of the Corporation

Section 1. Officers of the corporation shall include a chairman, vice chairman, secretary and such other officers as the board may designate.

Section 2. Officers shall be selected by the initial board of directors at its first meeting and subsequently at the annual organizational meeting of the board of directors and shall hold office until June 30 of the year following or until their successors are elected. The board shall fill any vacancy in its membership for the unexpired term.

Section 2 *(revised 8/29/74)*. Officers shall be selected by the initial board of directors at its first meeting and subsequently at the annual organizational meeting of the board of directors and shall hold office until the regularly scheduled board meeting in September of the year following or until their successors are elected. The board shall fill any vacancy in its membership for the unexpired term.

Section 3. Only members of the board holding two- or three-year terms shall be eligible to serve as chairman. The chairman shall generally preside at meetings of the board and of the executive committee and shall perform such other duties as may be assigned by the board.

Section 4. The vice chairman shall be elected from among members of the board. The vice chairman shall perform such functions as may be assigned by the chairman and shall preside at all meetings of the board and the executive committee in the absence of the chairman.

Section 5. The secretary shall be elected from among members of the board and shall perform such functions as may be assigned by the board.

ARTICLE V

Staff of the Corporation

Section 1. The staff of the corporation shall consist of a program administrator and such other assistants approved by the board for carrying out the program of the corporation.

Section 2. The program administrator shall be the chief administrative officer of the corporation appointed by the board. It shall be the administrator's duty to direct the activities of the corporation according to policies established by the board of directors.

The program administrator is responsible for managing the program according to the policies laid out by the board. For example, personnel policies are adopted by the board and instituted by the program administrator. Similarly, the program administrator manages the business matters of the program that have been adopted by the board. In many instances, including personnel and business management, policies and procedures already used by NWREL were adopted, but no policy was instituted without first being formally adopted by the board.

Section 3. The program administrator shall prepare and send to all members of the corporation annual reports and such other reports as may be of interest or benefit to the members of the corporation.

The agenda prepared by the program administrator and chairman of the board during the week before each meeting is mailed to each board member with back-up information to be read before the meeting and a copy of the minutes from the last regular meeting.

ARTICLE VI

Committees

Section 1. The board shall appoint all standing and special committees and shall delegate to the committees such duties as it shall deem appropriate.

Small committees and tasks forces are frequently appointed to research special issues and bring their recommendations to the board as a whole. Examples of the work of such small committees can be found in the display of board decisions in Appendix E.

ARTICLE VII

Amendment of Bylaws

Section 1. These bylaws may be amended by a two-thirds majority vote of the directors present at a meeting. Notice of any proposed change shall be given in writing to the members of the board at least fifteen days prior to the meeting, except as to changes agreed to by unanimous consent of all members of the board either in a meeting or by written poll.

ARTICLE VIII

Removal of Directors

Section 1. All or any number of the directors may be removed, with or without cause, at a meeting called expressly for that purpose by a vote of a majority of the members entitled to vote at an election of directors.

ARTICLE IX

Removal of Officers

Section 1. Any officer elected or appointed may be removed by the persons authorized to elect or appoint such officer whenever in their judgment the best interests of the corporation will be served thereby. The removal of an officer shall be without prejudice to the contract rights, if any, of the officer so removed.

ARTICLE X

Books and Records

Section 1. The corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of its members, board of directors and committees having any of the authority of the board of directors. It shall keep at its registered office or principal office in this state a record of the names and addresses of its members entitled to vote. All books and records of a corporation may be inspected by any member or member's agent or attorney for any proper purpose at any reasonable time.

ARTICLE XI

Loans to Directors and Officers Prohibited

Section 1. No loans shall be made by a corporation to its directors or officers.

APPENDIX D

Operational Guidelines for the Relationship Between Tigard School District and Community Experiences for Career Education, Inc.

The working agreement developed between the Tigard School District and (CE)$_2$, Inc., is presented as an example of the kinds of cooperative arrangements that have been necessary in implementing the Tigard EBCE program. A set of written understandings is recommended for any EBCE program to define its operations in relation to other district programs and the district as a whole.

OPERATIONAL GUIDELINES FOR THE RELATIONSHIP BETWEEN TIGARD SCHOOL DISTRICT AND COMMUNITY EXPERIENCES FOR CAREER EDUCATION, INC.

School District #23J (Tigard), Washington and Clackamas Counties, Oregon, hereinafter termed "District," conducts its operations under the laws of the State of Oregon and the policies of its duly constituted school board.

Community Experiences for Career Education, Inc., an Oregon corporation, hereinafter referred to as $(CE)_2$, conducts research and development activities for the purpose of ascertaining the validity of various educational concepts and for those purposes offers educational opportunities to secondary school students.

$(CE)_2$ agrees to provide the following educational services to the District's participating students:

> Proper settings, instructional materials, staff and resource people to enhance the students' learning opportunities
>
> Insurance, transportation, agreements with organizations, special charges for tuition and arrangements with participating organizations for released time for training and interaction
>
> A career education center to complement student learning experiences in employer and community settings
>
> The experience-based program will include
>
> - locus outside the secondary school
> - student exposures to a diversity of career experiences
> - a comprehensive set of educational experiences
> - a personalized set of employment exposures and educational experiences for each student
> - opportunity to explore as well as study indepth employment opportunities of students' choice
> - opportunities for improvement in mathematics, reading, communication skills and citizenship

It is to be clearly understood that the Tigard School District assumes no responsibility to continue the $(CE)_2$ program should funding by the National Institute of Education no longer exist.

Governance

(CE)$_2$ will have legal and moral responsibility for the governance of all staff, students and activities of the (CE)$_2$ program. Governing policies shall be established within the requirements of (a) the (CE)$_2$ Bylaws, (b) this agreement with the Tigard School District, (c) the subcontract with the Northwest Regional Educational Laboratory, (d) provisions of the Oregon Board of Education and (e) requirements of the research and development questions related to the testing of the validity of experience-based career education. The corporation board and administration are responsible for the safety, protection and control of all (CE)$_2$ students and will provide such insurance protection, medical coverage and other provisions required by law. The Tigard School District will enter the students of (CE)$_2$ on their State Accident Insurance Fund roster for coverage under the provisions of Oregon law and will bill (CE)$_2$ for all resulting costs. (CE)$_2$ assumes the responsibility to report student progress to the parents of (CE)$_2$ students on a regular and timely basis.

(CE)$_2$ Board Membership

Two positions on the (CE)$_2$ Board of Directors will be filled by representatives of the Tigard School District, as selected by the District Board of Directors. All replacements on the (CE)$_2$ Board of Directors, exclusive of the elected parent and student representatives, will be discussed with the district superintendent before their selection so that the superintendent's counsel can be considered.

Students

Selection

Students will be considered for selection by the following criteria: (a) willingness to enter the program, (b) agreement of their parents, (c) agreement by designated administrators of the Tigard School District, (d) criteria related to testing the educational concepts as applied to students with prespecified characteristics, as well as a cross-section of characteristics indicative of the general student population of Tigard High School. All selections will be made with the intent of maintaining such a balance (students will represent a range of abilities or levels in motivation, dependability, intellectual capacity, academic ability, race, age and sex). (CE)$_2$ program administrator will be responsible for negotiating such selection with the personnel designated by the school district superintendent.

Number

$(CE)_2$ will not admit more than 60 students who are residents of the Tigard School District. $(CE)_2$ will accept a limited number of students from outside the district and upon successful completion of the program they will be eligible for a Tigard School District diploma. It is agreed that at least 60 students will be provided by Tigard School District if the students are willing to enter the program.

Readmittance

The school district agrees to offer re-entry to the high school system for those students residing within the boundaries of the school district and requesting to return from the $(CE)_2$ program. They also agree to facilitate the selection of candidates for the $(CE)_2$ program to fill vacancies.

Records

To the extent permitted by federal and state regulations and policies adopted pursuant thereto, the school district agrees to permit $(CE)_2$ to review records of students applying for or selected for the $(CE)_2$ program. The original and legal copies of the official student transcript will be retained by the school district and copies will be made available to $(CE)_2$. $(CE)_2$ agrees to maintain and make available to the school district records regarding educational development, attendance and performance of all students in the $(CE)_2$ program. In addition, student attendance will be reported to the high school on a quarterly basis for inclusion in state attendance reports.

Transportation

School district agrees to allow access for $(CE)_2$ students to the school district transportation system from home to school and school to home. However, they will not change existing transportation routes nor provide special services to $(CE)_2$. $(CE)_2$ agrees to provide for all student transportation needs necessary to $(CE)_2$ activities.

Activities

Tigard School District agrees to allow access for all $(CE)_2$ students to the curriculum and student activity programs of Tigard High School. $(CE)_2$ agrees to permit students to return to the high school for courses and activities requested by the students and parents.

Personnel

As indicated in the Special Progress Report of November 21, 1974, to the board of directors, Tigard School District 23J, the selection of the $(CE)_2$ program administrator shall involve the $(CE)_2$ Board of Directors, a representative of the Northwest Regional Educational Laboratory and the Superintendent of Schools of School District 23J. Those three agencies must concur on the naming of a program administrator. All other staff will be selected and supervised by the $(CE)_2$ program administrator under the direction of the $(CE)_2$ Board of Directors.

Curriculum

The $(CE)_2$ curriculum will be described in detail within the format of the graduation requirements of the State of Oregon. Such a description shall be submitted to the Tigard School District board for formal approval prior to the beginning of each school year.

Diploma/Graduation Ceremony

Tigard School District agrees to provide a Tigard High School diploma to those students successfully completing the $(CE)_2$ program. Such completion requirements shall be as determined by the $(CE)_2$ Board of Directors and staff and provisions of the Oregon Board of Education. Requirements peculiar to the Tigard School District only will not be required of $(CE)_2$ students. It is agreed that $(CE)_2$ students may take their normal place in the graduation ceremony of Tigard High School and that the high school staff will do all possible to accommodate this service.

Reports

$(CE)_2$ agrees to make progress reports to the Tigard School District Board of Directors a maximum of three times per year at the invitation of the school board. Reports of individual student progress as well as evaluation data will be made to designated school district personnel within five days of receipt of the request.

Calendar

$(CE)_2$ agrees to operate within the minimum school year as specified by the Oregon Board of Education. $(CE)_2$ reserves the right to establish an extended program year and to request early graduation of the school district. Student vacations will be at the discretion of the $(CE)_2$ board, and the $(CE)_2$ program administrator is expected to inform the school district administration of all vacation and in-service schedules.

Payments

For each $(CE)_2$ student who is a resident of the Tigard School District, the district will reimburse $(CE)_2$ at the rate of 80 percent of the average secondary per pupil cost. Per pupil cost from school year 1974-75 will be used as a base for such computation, and payments will be made on predetermined dates according to the actual number of Tigard School District students enrolled at $(CE)_2$. Dates of payment shall be on or about November 30, 1975; January 31, 1976; March 31, 1976; and June 15, 1976.

Public Relations

$(CE)_2$ assumes the responsibility to provide all public information and public relationships as determined advisable and necessary by the $(CE)_2$ Board of Directors. The school district agrees to refer all requests for information about the $(CE)_2$ program to the program administrator.

Special Accommodations

Recognizing that $(CE)_2$ and the school district hold the welfare of the young people within the boundaries of the Tigard School District as a common value, $(CE)_2$ will do all possible to develop a positive and productive relationship with the patrons, students and staff of the Tigard School District. Opportunities to interact with these groups are encouraged and will be performed by $(CE)_2$ staff members when possible within the judgment of the program administrator as to the time and resources necessary to accommodate such interaction. Visits to the center by patrons and professional staff, presentations to civic and interested groups and sensitivity to the problems and needs of the region are assumed on the part of the $(CE)_2$ corporation.

$(CE)_2$ Board of Directors Chairman	*Chairman* *Tigard School District Board of Directors*
$(CE)_2$ Program Administrator	*Superintendent* *Tigard School District*

July 10, 1975

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APPENDIX E

Policymaking Summary
$(CE)_2$ Planning Group and Board of Directors
April 1972 to August 1974

The following summary of $(CE)_2$ policy decisions is presented as an indication of the considerations that are apt to confront any group charged with the responsibility of planning and governing an EBCE program. The chronology and individual actions are of course peculiar to the $(CE)_2$ program, but the four general areas of concern--management and organization, curriculum and instruction, employer/community resources and student services--are pertinent to all EBCE programs.

MANAGEMENT AND ORGANIZATION

Planning/Governance

Planning Group

May 1972

Defined the "consortium" that would operate the Tigard program, describing it as a public, nonprofit corporation with a board of directors, elected by participating employers and others, to manage the pilot program.

Accepted proposal by students serving as advisors to planning group that there be one permanent student voting member on the planning group and one rotating member to communicate student views.

Agreed to NWREL suggestion that an attorney be retained to aid in satisfying legal requirements and effecting formation of a legal entity to operate program.

July and August 1972

With attorney, drafted bylaws and Articles of Incorporation to set out operating and governance structure of program. Bylaws specified membership of corporation and board of directors. (See Appendix C for display of bylaws.)

Board of Directors

August 1972

Approved bylaws as drafted by planning group, with two minor procedural changes.

Board members volunteered to their respective terms of office and board elected its chairman, vice chairman and secretary (treasurer not elected because program administrator named fiscal officer in bylaws).

September 1972

Resolved that board would be final appeals source for students and staff.

October 1972

Approved student government proposal drafted and presented by representatives of program students.

November 1972

Agreed on process to be used for identifying persons to fill vacant positions on board: (a) discuss possible replacements, (b) contact them to assess willingness to serve and (c) elect them officially at following board meeting.

June 1973

Agreed that program administrator should bring information about program to board for reactions and suggestions. Program administrator to forward to each board member prior to each meeting: (a) priority problems for board to consider, (b) monthly financial report and (c) progress report from program administrator.

Formed committee to study bylaws and recommend revisions, including extension of terms of office of board members to three years to coincide with length of developmental activity.

August 1973

Adopted changes to corporate bylaws drafted by special committee.

October 31, 1973

Changed corporate bylaws to cut student board representative term in half, resulting in election of a student representative twice during the year, once in September and again at semester break.

Changed bylaws to add two labor representatives, making three labor members on board.

Personnel

Board of Directors

June 1973

Voted that program administrator bring before board a review of salary and performance of program operations staff and that (a) hiring of staff be done by the administrator with board approval, (b) firing of staff be done by the administrator with provision for appeal by employee to board, (c) change in personnel status be reported to board, (d) performance evaluation of staff be submitted to board and (e) creation of new staff positions be done with board approval.

July 1973

Approved hiring of new student coordinator, employer relations specialist and assistant learning manager.

August 1973

Accepted resignation of an employer relations specialist and agreed to invite a candidate for the earlier ERS opening to reapply.

September 1973

Revised subcontract between $(CE)_2$ and NWREL so that all $(CE)_2$ personnel became employees of the corporation but with retention of NWREL personnel benefits and services. Provision included board of directors' right to modify or alter personnel policies as it deems appropriate.

November 1973

Voted to retain NWREL policy on staff salary increments (automatic cost-of-living salary adjustments and merit increases based on performance evaluation).

May 1974

Adopted NWREL staff retirement plan for all $(CE)_2$ employees.

Business Management

Planning Group

May 1972

Selected site for the learning center from facilities alternatives presented by program administrator and recommended that lease arrangements be negotiated.

Board of Directors

September 1972

Voted to open bank account for program operations.

Approved insurance coverage as presented by program administrator.

Authorized use by program administrator of gasoline credit cards for $(CE)_2$ vehicles.

Ratified lease of a van for transporting students to employer sites.

October 1972

As recommended by the executive committee, established a fiscal year of September 1 through August 31.

March 1973

Reviewed financial report presented by program administrator.

June 1973

Voted to permit program administrator to make monthly expenditures, with executive committee approval, for items in excess of $2,500; each board member to receive monthly financial statement of program operational expenditures.

July 1973

Adopted resolution by attorney to amend Article II of bylaws to refer to appropriate section of IRS Code of 1954, which will permit tax-exempt status for corporation.

January 1974

Accepted financial audit, fiscal year 1973, as presented by program administrator.

Increased mileage reimbursement rate for program staff to $.13 per mile.

June 1974

Accepted lease arrangement on $(CE)_2$ van by local auto dealer.

Community Relations

Planning Group

May 1972

Met with Tigard High School administrators to establish policy governing $(CE)_2$ students' social interactions with Tigard High School students during school hours.

Board of Directors

November 1972

Adopted Christmas vacation identical to that of Tigard High School.

Task force of two board members, two students, a parent, two employers and selected staff members appointed to formulate recommendation on length of program year.

May 1973

Approved Letter of Agreement with Tigard School District (see Appendix D).

August 1973

Approved designation of person to function as liaison with local labor unions and their members.

February 1974

Informally approved formation of a committee to study the future relationship between $(CE)_2$ and the Tigard School District and make recommendation to Tigard School Board. Committee included two $(CE)_2$ board members.

June 1974

Accepted recommendation of $(CE)_2$/Tigard School District Study Committee that $(CE)_2$ be continued and that it be located separately from the high school campus.

CURRICULUM AND INSTRUCTION

Planning Group

May 1972

Approved curriculum design as developed by program staff for presentation to State Board of Education.

Board of Directors

October 1972

Moved to table until a later date the student proposal to purchase an automobile to work on at the learning center.

November 1972

Accepted the withdrawal by students of the automobile purchase proposal.

January 1973

Indicated approval of Student Accountability System designed and presented by program staff.

Voted to accept program completion requirements recommended by staff.

June 1974

Agreed (informally) that the best source of information as to the amount of choice students should have in determining what they should learn is the public served by the program: employers, parents and students.

EMPLOYER/COMMUNITY RESOURCES

Planning Group

April 1972

Agreed on strategies for contacting and recruiting employers to take part in the program: (a) identification by planning group members, contacts with their friends and business associates and use of various specified community resources; (b) initial interview conducted by program personnel who would work with employers thereafter (employer relations specialist); and (c) completion of learning site analysis with employer by ERS and student.

Board of Directors

September 1972

Approved staff-designed form for transmitting student information to employers before student arrival onsite.

November 1973

Approved third draft of student Work for Pay Policy as submitted by board member (employer) who had revised it.

June 1974

Approved proposed NWREL study of "costs to employers of having students on their sites."

STUDENT SERVICES

Board of Directors

January 1973

Program completion requirements accepted as drafted by program staff.

September 1973

Program completion requirements ammended to delete student letter of intent formerly required at beginning and end of student program enrollment.

March 1974

Resolution drawn up for recruiting students for second program year to represent a true cross section of Tigard High School student body; resolution to be sent to NIE for approval.

APPENDIX F

Alternatives for EBCE Staffing

The following material has been adapted from "Alternative Configurations--(CE)$_2$ Program," a study conducted for the Northwest Regional Educational Laboratory by the Field Training and Service Bureau, University of Oregon, Eugene. It is presented in conjunction with Item 1 of "Personnel" (see pages 47-49) to help EBCE planners see the various staffing configurations that are possible, even though some of the conclusions in the study differ from the working experience of the (CE)$_2$ staff. (The study assumes, for example, that one learning manager can work with 50 students when, in fact, (CE)$_2$ experience seems to indicate a more realistic ratio of 30 to 35 students per learning manager.)

STAFFING ALTERNATIVES

Design I:

Basic Design IA

Fifty students served by the following seven personnel:

1. program administrator/employer relations specialist (ERS #1)
2. employer relations specialist (ERS #2)
3. student coordinator
4. learning manager
5. learning resource specialist
6. receptionist, typist and learning aide (classified)
7. custodian/driver (classified)

The facility chosen to house this design (and each of the other designs) is an important consideration. The following are some facility considerations for Basic Design IA:

1. An off-campus facility (rented or purchased) might require the employment of such classified personnel as driver and custodian.
2. A separate facility on a high school campus might utilize the transportation system, other special school resources and some existing school personnel.
3. An on-campus integrated program might be able to utilize all of the school's resources to implement the program.

Design IB

Reduced program for thirty students with five personnel:

1. program administrator/employer relations specialist (ERS #1)
2. student coordinator/learning manager

3. learning resource specialist/employer relations specialist (ERS #2)
4. receptionist, typist and learning aide (classified)
5. custodian/driver (classified)

Facility considerations for Design IB are generally the same as for Basic Design IA.

Design IC

Reduced program for fifteen students with two-and-a-half personnel:

1. program administrator/employer relations specialist
2. learning manager/student coordinator/learning resource specialist
3. receptionist/secretary on a half-time basis (classified)

Design IC would probably be integrated into regular on-campus facilities. It could also conceivably be a separate facility on campus.

Design ID

Expanded program for seventy-five students with ten personnel:

1. program administrator
2. employer relations specialist (ERS #1)/program assistant
3. employer relations specialist (ERS #2)
4. student coordinator
5. learning manager
6. assistant learning manager
7. learning resource specialist
8. learning aide (classified)
9. receptionist/typist (classified)
10. custodian/driver (classified)

Facility considerations are substantially the same as for Basic Design IA.

Design IE

Expanded program for one hundred fifty students with sixteen personnel:

1. program administrator
2. program assistant
3. employer relations specialist (#1)
4. employer relations specialist (#2)
5. employer relations specialist (#3)
6. student coordinator
7. assistant guidance specialist
8. learning manager
9. assistant learning manager (#1)
10. assistant learning manager (#2)
11. learning resource specialist
12. learning aide (classified)
13. receptionist (classified)
14. typist (classified)
15. driver (classified)
16. custodian (classified)

Again, facility considerations for this design are substantially the same as for Basic Design IA.

Design II:

This plan is meant to encompass an existing high school career program. Many high schools currently offer career programs that involve experience on employer sites. Typically these programs are offered by business education, applied arts or special education departments and are usually the responsibility of the teachers within those departments. These programs sometimes are rather fragmented and seldom have they been organized to take full advantage of community learning sites. Design II recommends the use of selected aspects of the EBCE program to coordinate with and enhance the existing career programs of a district.

Characteristics

1. Just as in the complete EBCE program, a number of community learning sites would be needed. There would have to be sites for exploration and learning levels. The responsibility for locating these sites might be assigned to the high school staff member who is currently coordinating the distributive education, office work experience, diversified occupations or other similar programs.

2. A learning manager (considered a member of the regular school faculty) would be given the responsibility for meeting with each student in the program, diagnosing his/her needs in all of the skill areas and helping the student select learning sites. The learning manager would also be responsible for determining those student needs that should be met in the regular school setting and for communicating those needs to a teacher in each subject area.

3. Each subject area department would be responsible for providing "in-school laboratory settings" for the student who needs to learn specific skills within that department. For example, if the learning manager ascertains that the student needs more skill in adding, subtracting, multiplying and dividing fractions the mathematics department would have the responsibility for maintaining or creating a setting (learning lab) to which the student could be assigned to learn those particular skills. The setting should be flexible enough to avoid having the student stay in the program longer than actually needed.

4. The employer relations specialist (the person on the staff who is responsible for site location) would serve as a liaison between the learning manager and the learning sites. He/she would supervise the students while at the learning sites and also be responsible for reporting students' progress in attaining skills at the learning sites to the students and learning manager.

5. A receptionist/typist would be needed to assist the learning manager and the employer relations specialist in keeping records and in maintaining continual close contact between the school and participating employers.

6. In districts where community transportation is not available or students cannot easily provide their own, provisions should be made to transport students to the learning sites. While it can be argued that it is the student's own responsibility to get to his/her learning site, it is felt that the program should not be denied to an interested student because of a lack of transportation.

7. The adoption of this plan would require special training in EBCE skills and materials for the learning manager, employer relations specialist and the receptionist/typist.

8. Other staff members from the adopting school who are going to be a part of EBCE should also participate in orientation sessions that familiarize them with the program.

Design III:

This plan uses aspects of EBCE to the degree possible but does not interfere with or change an ongoing career program. If a district is presently operating successful career education programs that include training at community sites and if district personnel are reluctant to make extensive changes in these career programs, the following alternative may be attractive.

Programs such as distributive education, office work experience and diversified occupations could continue to operate under the direction of their present personnel. However, a learning manager would be employed and trained in the EBCE program. The learning manager would be responsible for coordinating those skills the student is learning at community sites with the skills he/she is learning in the school setting. Each student's skill or academic needs would be discerned and the learning manager would be responsible for giving the student opportunities to meet those needs.

The advantage of Design III is that, through the learning manager, it allows a district to take advantage of the benefits of EBCE and provides a "first step" toward the possible adoption of a more complete alternative.

Design IV:

Design IV makes use of EBCE materials and techniques but does not add any new personnel. Selected EBCE strategies and materials would be utilized to improve and/or change existing career education programs. If a district is satisfied with its present career education program but would like fresh materials and new ideas for implementing its program, this plan might be helpful.

Materials have been developed for the three EBCE curriculum components--Life Skills, Basic Skills and Career Development. These materials are available to school districts.

EBCE techniques for securing community learning sites can be used in any career education program. The responsibility for maintaining close working ties between the school and the employers would be the responsibility of the school system generally, with existing staff undertaking some of the tasks of the employer relations specialist. Advisory boards could be set up in each community where a career education program of this nature is instituted.

APPENDIX G

Typical $(CE)_2$ Staff Weekly Schedules

The following displays, simulating typical schedules for the $(CE)_2$ professional staff, are provided to illustrate the demands that are placed on EBCE roles. This information can help planners anticipate the number of individuals they may need to operate their program ("Personnel," pages 58-60) and the staff working hours that may be necessary ("Personnel," page 76).

It should be noted that some major, time-consuming activities occur periodically and do not show up specifically on these charts. Evening employer development sessions, for example, are scheduled once every three months and require four to five hours of each staff member's time (approximately three hours for planning and two hours in session). In addition, two specific parent reporting times each year involve extensive parent/staff conferences. All staff members spend several hours in preparation for these conferences and are at the learning center from 3:00-5:00 p.m. and 7:00-9:00 p.m., four afternoons and one evening, each of these two reporting times.

PROGRAM ADMINISTRATOR -- A TYPICAL WEEK OF PROGRAM ACTIVITIES

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
8:00 a.m.	administrative details	administrative details	administrative details	administrative details	administrative details	8:00 a.m.
9:00 a.m.	contact with board members, high school, NWREL	confer with staff member(s)	contact with board members, high school, NWREL	staff/student conference	contact with board members, high school, NWREL	9:00 a.m.
10:00 a.m.	student/staff conference	student/staff conference	planning meetings and presentations	hosting visitors	high school liaison--phone or meeting	10:00 a.m.
11:00 a.m.	staff task force	hosting visitors			attending to board details	11:00 a.m.
12:00 noon	staff meeting (includes zone debriefing and zone progress meetings)	luncheon meeting (e.g., Chamber of Commerce)	student meeting	luncheon meeting (e.g., Rotary)	luncheon meeting--board	12:00 noon
1:00 p.m.		contact with employers, board members	administrative details	employer liaison--onsite and phone	student conference	1:00 p.m.
2:00 p.m.	confer with staff member(s)	school district liaison meeting	student/high school conference	staff conference	staff conference	2:00 p.m.
3:00 p.m.	parent/student conference	administrative details	parent conference	parent conference	staff task force	3:00 p.m.
4:00 p.m.	staff task force		staff conference	administrative details	administrative details	4:00 p.m.
5:00 p.m.						5:00 p.m.
6:00 p.m.						6:00 p.m.
Evening	group presentation, meeting or other program commitment	group presentation, meeting or other program commitment		group presentation, meeting or other program commitment		Evening

LEARNING MANAGER -- A TYPICAL WEEK OF PROGRAM ACTIVITIES

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
8:00 a.m.	*write projects and meet with students regarding progress*	*host visitors*	*scheduled student conferences to negotiate projects and discuss student progress*	*write projects, evaluate products, do research necessary to keep up with project topics*	*see students (personal, projects, journals, miscellaneous)*	8:00 a.m.
9:00 a.m.						9:00 a.m.
10:00 a.m.		*write/evaluate projects and read journals*				10:00 a.m.
11:00 a.m.						11:00 a.m.
12:00 noon	*staff meeting (includes zone debriefing and zone progress meetings)*	*lunch*	*student meeting*	*lunch*	*write projects and see students, other staff members*	12:00 noon
1:00 p.m.		*confer with SC/LRS*	*see students, other staff members*	*see students (personal, projects, journals, miscellaneous*		1:00 p.m.
2:00 p.m.	*ERS/LM meeting*	*student and/or student/parent conferences**				2:00 p.m.
3:00 p.m.	*LM/SC meeting and/or student/parent conferences**		*read and comment on student journals*	*confer with staff*	*student or student/parent conferences**	3:00 p.m.
4:00 p.m.		*records--accountability, etc.*			*records--accountability, etc.*	4:00 p.m.
5:00 p.m.						5:00 p.m.
6:00 p.m.						6:00 p.m.
Evening		*group presentation, meeting or other program commitment*				Evening

*The LM averages three 1/2-hour conferences a week with SC, students and parents concerning student accountability.

EMPLOYER RELATIONS SPECIALIST -- A TYPICAL WEEK OF PROGRAM ACTIVITIES

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 a.m.	*available to students--counseling, interpreting, assisting with site selection, following through on accountability issues**				
9:00 a.m.	*site recruitment and/or student conferences (planning, evaluating student site activities)*	▨ ***site maintenance (includes maintaining employer records)***	*site recruitment and/or student conferences (planning, evaluating student site activities)*	▨ ***site maintenance***	▨ ***site maintenance***
10:00 a.m.					
11:00 a.m.	*student conferences*		*student conferences*		
12:00 noon	*staff meeting (includes zone debriefing and zone progress meetings)*	▨ ***site recruiting, maintenance or LSAP (luncheon)***	*student meeting*	▨ ***site recruiting, maintenance or LSAP (luncheon)***	▨ ***site recruiting, maintenance or LSAP (luncheon)***
1:00 p.m.		▨ ***site maintenance***	*ERS/SC and/or student/parent conferences**	▨ ***site maintenance***	▨ ***site maintenance***
2:00 p.m.	*ERS/LM meeting*				*student conferences**
3:00 p.m.	*employer/student records regarding site activities*	*ERS/SC meeting and/or student/parent conferences**	*employer/student records regarding site activities*		*employer/student records regarding site activities*
4:00 p.m.	▨ ***site maintenance***	*records--accountability, time cards, etc.*	*records--accountability, time cards, etc.*		*records--accountability, time cards, etc.*
5:00 p.m.					
6:00 p.m.					
Evening		*group presentation, meeting or other program commitment*			

*The ERS averages three 1/2-hour conferences a week with individual students, SC and/or employer instructor and parents concerning student accountability as it pertains to students at learning sites.

▨ --time away from learning center

NOTE: Considerable time is spent traveling to and from learning sites. This has been included in times indicated above. Also most ERS time is spent on a combination of activities that are difficult to break apart (see the combinations for luncheons, for example).

LEARNING RESOURCE SPECIALIST -- A TYPICAL WEEK OF PROGRAM ACTIVITIES

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
8:00 a.m.	*competencies coordination*	*competencies coordination*	*competencies coordination*	*competencies coordination*	*competencies coordination*	8:00 a.m.
9:00 a.m.	*recordkeeping*	*recordkeeping*	*recordkeeping*	*recordkeeping*	*recordkeeping*	9:00 a.m.
10:00 a.m.	*host visitors*	*help students and staff with resource needs*	*competency certifications*	*help students locate resources*	*order materials*	10:00 a.m.
11:00 a.m.				*visit community sites to identify resources*	*update bulletin board*	11:00 a.m.
12:00 noon	*staff meeting (includes zone debriefing and zone progress meetings)*	*lunch*	*student meeting*	*lunch*	*lunch*	12:00 noon
1:00 p.m.		*confer with LM and SC*	*special work with students (e.g., videotape class conducted by resource person)*	*monitor students/tutors*	*help students and staff with resource needs; identify resources*	1:00 p.m.
2:00 p.m.	*help students and staff with resource needs; contact community resources*	*monitor students/tutors*		*visit learning sites to identify resources*		2:00 p.m.
3:00 p.m.		*visit learning sites to identify resources*	*planning to meet needs of staff/ students*			3:00 p.m.
4:00 p.m.				*public library*	*equipment upkeep*	4:00 p.m.
5:00 p.m.						5:00 p.m.
6:00 p.m.						6:00 p.m.
Evening		*group presentation, meeting or other program commitment*				Evening

STUDENT COORDINATOR -- A TYPICAL WEEK OF PROGRAM ACTIVITIES

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 a.m.	*planning for zone debriefing and progress meetings*	*staff conferences**	*planning for student conferences*	*arranging parent meetings*	*contact time**
9:00 a.m.	*contact time**	*contact time**	*group student conferences (4 students at a time)*	*contact time**	
10:00 a.m.		*planning for regular all-student meeting and other student group activities*			
11:00 a.m.					*planning and paperwork*
12:00 noon	*staff meeting (includes zone debriefing and zone progress meetings)*	*lunch*	*student meeting*	*liaison meeting with high school staff*	*lunch*
1:00 p.m.		*staff conferences**	*more group student conferences*	*staff conferences**	*contact time**
2:00 p.m.	*accountability write-ups and other student recordkeeping*	*student or student/ parent conferences**		*parent conferences**	
3:00 p.m.	*staff and/or student/ parent conferences**			*planning student group activities*	*staff conferences**
4:00 p.m.		*recordkeeping*	*planning and paperwork*		*planning and paperwork*
5:00 p.m.					
6:00 p.m.					
Evening		*group presentation, meeting or other program commitment*			

*The student coordinator's time is difficult to summarize: this person spends a major part of each day being accessible to students, the $(CE)_2$ staff, parents and on occasion staff of other agencies (at the high school, for example). The student coordinator is available to meet a variety of needs and provide services--for example, student assessment and sharing test results with students and staff, managing the Student Accountability System, meeting with students for both personal and curriculum-related reasons, conferring with parents and consulting with staff. All of these interactions have been generalized above as "contact time" or as a few more audience-specific conference times.

APPENDIX H

Inservice Training Needs of an EBCE Staff

Early in the development of $(CE)_2$, Northwest Regional Educational Laboratory specialists in interpersonal communications and staff development were consulted to project what EBCE professional staff members might need in the way of personal/social and program-related development and training. The following list of anticipated staff needs was drawn up by those specialists and may assist actual program staff in identifying their own orientation and training needs, as discussed in "Personnel," pages 81-83.

PERSONAL/SOCIAL DEVELOPMENT

EBCE professional staff members need to be flexible to meet the spontaneous demands of the program. They should be able to

1. adjust schedules according to program demands
2. seek and be responsive to team feedback on their performance
3. deal effectively with several concerns at once
4. set priorities according to the immediate situation

Staff members need interpersonal interaction skills that will enable them to

1. be brief and concise, getting to the point when offering comments or suggestions
2. be forceful and definite in expressing ideas and opinions
3. talk in specifics, giving examples and details when giving feedback to others
4. listen attentively
5. let a person know when they don't understand the person's comments
6. own and express feelings of irritation, hurt or embarrassment
7. facilitate discussion by summarizing points of agreement and disagreement
8. make it possible for others to participate in discussion
9. exhibit concern for others' feelings by checking perceptions rather than acting on assumed knowledge
10. be responsive to others' feelings of closeness and affection
11. not ignore hurt feelings but accept them and work toward mutual understanding
12. seek feedback from others concerning own actions

13. be aware when own feelings of discomfort interfere with responsiveness to others
14. deal with tensions and conflict without becoming immobilized or defensive
15. recognize when they need help and then seek it
16. capitalize on opportunities to learn from students
17. seek appropriate ways to offer help without intruding
18. accept criticism from students, employers or community members without defensiveness

Staff members should model the behavior expected of EBCE students. This includes

1. using time productively
2. respecting the time of others by keeping appointments
3. completing assignments and meeting deadlines
4. being able to report progress toward any specific goal or achievement

PROGRAM-RELATED DEVELOPMENT

Staff members should be able to demonstrate various abilities related to individualizing instruction, including

1. diagnosing student needs
2. assisting the student in working through problem identification and developing alternatives
3. collecting pertinent data on student performance
4. organizing the data collected and feeding it back to appropriate audiences (student, parent, employer) in a usable way
5. showing the student continuity and direction in the student's learning activities

Staff members should understand group process skills and utilize them in working situations, being able to

1. describe group behavior in nonevaluative terms
2. see when a group is having difficulty and focus the group's attention on the problem
3. perform leadership functions as needed in the group (initiate action, summarize, clarify and so on)

APPENDIX I

Excerpts From News Release Announcing Formation of (CE)$_2$

Spring 1972

(school district)
(address)
(contact person)

(date)

FOR IMMEDIATE RELEASE

There is a new logo in town--(CE)$_2$--and it represents a new alternative in education. Community Experiences for Career Education, (CE)$_2$, is a nonprofit Oregon corporation governed by representatives from business, labor, the community, educators and students. The project is one of several experimental programs funded by a federal grant.... Tigard High School is one of four schools in the nation to participate in the program.

Beginning in September 1972, employers in the Tigard community will have an opportunity to become directly involved in the education of 25 high school students. Their involvement will vary from providing actual learning sites for students to serving on a board of directors, which will oversee the program and activities of the project.

The unique aspect of the (CE)$_2$ program is that all of the curriculum experiences will be tied directly to

more

2-2-2
$(CE)_2$

(date)

the students' activities at learning sites in the community....

Each student will be learning directly from adults in the community...who have volunteered to take part in the program. A highly qualified program staff will be in direct and daily contact with both students and community participants to provide continual assistance in all aspects of the students' detailed learning program.

Many employer settings have been contacted for participation in the program. These include sites as varied as....

The $(CE)_2$ center will be housed near King City and will serve as a base for coordination of student activities, a storehouse for instructional materials, a communications center and a gathering place for participants in the program.

$(CE)_2$ is a test model of a new concept...experience-based career education...an attempt to find new ways of making education relevant in today's society and practical for today's students.

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APPENDIX J

Excerpts From News Release On Labor's Role In Program Planning

August 1972

(school district)
(address)
(contact person)

(date)

FOR IMMEDIATE RELEASE

LABOR PLAYS KEY ROLE IN NEW EDUCATIONAL PROGRAM

Labor representatives in Oregon are playing a key role in planning and trying out a new educational program for high school students.

Called Community Experiences for Career Education, or $(CE)_2$, the program will begin on a pilot basis with the start of school in September in the Tigard area.

Under this program, virtually all learning experiences for the students will be outside the regular high school. Students will learn traditional academic skills and become aware of a wide range of career opportunities through practical experiences in businesses, industries, public and private agencies.

Union representatives *(name)* and *(name)* became involved in planning the program in its early stages last

more

2-2-2 (date)

Labor Plays Key Role

fall, and labor's involvement has been continuous since that time. *(name)* has served on the initial planning group in organizing the program. Other members include....

"This is not a dropout or vocational training program," emphasizes *(program representative)*. "It is just as appropriate for the college bound student as for one who is not going to college."

Some 25 students, ages 16 and 17, will enter the program initially.... Each student will help prepare his or her own "learning plan," which will include....

"While they are being exposed to a variety of job possibilities, students will also be learning basic skills in English, mathematics and science," explains *(program administrator)*. "For example...."

"Students will not be paid," explains *(program representative)*. "They will be learning and exploring a wide range of job possibilities in a variety of work settings...and the people who work in these businesses and agencies are very enthusiastic about the prospects for helping young people learn...."

###

APPENDIX K

Handout For Tigard Teachers' Informational Meeting

April 1972

EXPERIENCE-BASED CAREER EDUCATION: WHAT IS IT?

Experience-based career education (EBCE) is being tested as one way to help students learn to live in a complex technical society. It places special emphasis on the relationships among learning, living and earning a living.

Experience-based career education emphasizes individual competency and flexibility by involving a total community in the education of high school age students. The core from which the community resources are tapped is the business world. Starting in the fall of 1972, employers in the Tigard community will have an opportunity to become directly involved in the education of 16- and 17-year-old students.

The program will be an option to interested students currently enrolled in Tigard High School, but it is not intended to replace the school. Experience-based career education students completing the program will receive standard high school diplomas.

A distinguishing feature of EBCE is that learning in the disciplines--math, English, science and so forth--will be tied to direct experience. While concentrating on career fields best adapted to his or her aptitudes and aspirations, each participating student will be exposed to a variety of work experiences. These will enable the student to understand how various educational experiences contribute to career success.

Learning opportunities in the world of work are numerous: for example, science understanding can be integrated with experiences in a medical laboratory, and mathematics is an important part of the experiences in a bank.

Each individual will develop a personalized learning program in conjunction with a learning manager who is a certified teacher. Learning will be organized around concepts that the student will be able to use immediately and will emphasize experiences necessary for developing a student's interests and achieving his or her personal goals.

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